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ABSTRACT

These task analyses are designed to be used in combination with the "Trade and Industrial Education Service Area Resource" in order to implement competency-based education in the cosmetology program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the secondary courses Cosmetology I and II. Section 1 of this publication contains a validated task inventory for cosmetology. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the cosmetology program. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in Section 1. Also included in this document are a bibliography, duty area checklists, and addresses of audiovisual suppliers. (KC)

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Task Analyses:

Cosmetology

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Commonwealth of Virginia
Department of Education
Vocational and Adult Education
Richmond, Virginia 23216

1985

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Review Draft

COMPETENCY-BASED
CBE
EDUCATION

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GUIDE APPLICATION

These task analyses are based on the following Dictionary of Occupational Titles (DOT) job titles contained in the occupational domain of service occupations.

DOT Job Titles	DOT Code
Cosmetologist (Beautician)	332.271-010
Beautician Apprentice	332.271-014
Beauty Salon Manager	187.167-058
Haircutter	330.371-010
Hairdresser	332.271-018
Manicurist	331.674-010
Scalp-Treatment Operator	339.371-014
Shampooer	339.271-010
Wig Stylist	261.351-010

Therefore, this document is useful in developing and selecting instructional materials and in implementing competency-based education for the following program and courses:

Cosmetology (CIP Code 12.0403)
Cosmetology I (8527)
Cosmetology II (8528)

Additional information concerning the application and use of this publication in planning and development may be obtained from the following:

Trade and Industrial Education Service
Department of Education
P.O. Box 6Q
Richmond, Virginia 23216

TASK ANALYSES

FOR

COSMETOLOGY

Developed by

Virginia Vocational Curriculum Center
Department of Vocational and Community Education
Henrico County Public Schools
Glen Allen, Virginia 23060

In Cooperation with

Commonwealth of Virginia
Department of Education
Vocational and Adult Education
Richmond, Virginia 23216

1985

FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Competency-based education (CBE) provides the preparation students need for entry into the Virginia work force. The CBE practice of recording competencies developed by students helps them to make a smooth transition between secondary and postsecondary programs when both levels of education are required for career training. In addition, CBE is effective in re-training workers who have been displaced because of changing technology.

This guide will assist teachers and administrators in developing instructional materials that meet the needs of students and industry and comply with the Virginia CBE standards for vocational and adult education.

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Superintendent of Public Instruction

Melvin H. Garner
Administrative Director
Vocational and Adult Education

ACKNOWLEDGMENTS

Task Analyses for Cosmetology is the result of a unique process in which over sixty instructors who attended the Cosmetology Summer Conference in June 1984 participated in the writing of the task inventory for a two-year cosmetology program. The time and efforts of all those who took part in the design, organization, and production are gratefully acknowledged:

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Special recognition is given to the students of the Henrico Trade Center of the Henrico County Public Schools, Department of Vocational and Community Education. Under the supervision of William D. Burton, printing instructor, these students printed, assembled, packaged, and prepared the guide for publication.

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INTRODUCTION

These task analyses are designed to be used in combination with the Trade and Industrial Education Service Area Resource in order to implement competency-based education in the Cosmetology program. The service area resource contains information that pertains to all programs within the Trade and Industrial Education area; the sections of that publication are entitled Occupational Information, Student Organization (VICA), Classroom Management Systems, and Recording Systems. This task analyses document contains the task inventory, suggested task sequence lists, and content outlines for the specific courses, Cosmetology I and II. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of this publication contains a validated task inventory for Cosmetology. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt has been made to sequence tasks in instructional order.

Section 2 provides a description of the Cosmetology program. This is followed by descriptions of the Cosmetology I and II courses, task sequence lists which provide a suggested order of the task inventory for actual course instruction, and course content outlines. The instructional topics within the course content outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1.

It is suggested that the Section 2 task sequence list and course content outline be reviewed initially to make any desired changes in sequencing of instruction. Once the sequencing is confirmed, instructional planning and implementation may proceed through referral to the Section 1 task/competency sheet noted beside each instructional topic within the outline. Localities which wish to implement the three-year option available for Trade and Industrial Education programs should distribute and sequence the tasks accordingly.

SECTION 1.

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies are identified and stated.
>
> The competencies, with standards, will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared, as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place. The task list in this document is based on the following:

1. Job titles and descriptions found in the Occupational Outlook Handbook and the Dictionary of Occupational Titles
2. Research into task lists from other states, including Kentucky and Oklahoma
3. The Vocational-Technical Consortium of States (V-TECS) catalog for Cosmetologist
4. Licensing requirements of the Virginia State Board of Cosmetology.

Information collected and reviewed from these sources was used to develop an initial task list. The next step involved in preparing the final task inventory was validation of the task list. Validation is essential if the information collected is to be useful in operating CBE courses and programs. The validation process involved cosmetology instructors from localities throughout Virginia and selected industry representatives. This process was used to determine content appropriate for the competency-based cosmetology courses at the secondary level. Therefore, cosmetology instruction can logically be based on the validated task inventory included in this publication.

The task analyses sheets are arranged by duty areas for the specific domain covered by the guide. Information contained on each sheet is as follows:

1. The task/competency for a given duty area which is performed by incumbent workers
2. Program and course application information
3. Performance and enabling objectives for instructional planning
4. Criterion-referenced measures of test items used to determine successful attainment of the task/competency by the student
5. Instructional activities and steps required for teaching the task/competency
6. Tools, equipment, and materials/supplies required to provide necessary instruction
7. References and audiovisual materials helpful to teaching the task/competency.

TASK INVENTORY FOR

COSMETOLOGY

DUTY AREAS

1. GETTING STARTED IN COSMETOLOGY
2. PERFORMING STERILIZATION AND SANITATION PROCEDURES
3. SHAMPOOING AND CONDITIONING HAIR
4. SHAPING HAIR
5. STYLING HAIR
6. APPLYING PERMANENT WAVES
7. APPLYING CHEMICAL RELAXERS
8. COLORING HAIR
9. STYLING AND FITTING WIGS AND HAIRPIECES
10. GIVING FACIALS/MASSAGE
11. APPLYING MAKEUP
12. MANICURING/PEDICURING NAILS
13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT
14. DEVELOPING SALON MANAGEMENT SKILLS

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

TASKS/COMPETENCIES

1.1 Participate in organized classroom management system

1.2 Identify job opportunities in the Cosmetology profession

1.3 Perform safety and first aid procedures

1.4 Participate in in-class activities of VICA

1.5 Identify personal appearance standards

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

1.1 Participate in organized classroom management system

COURSE

Cosmetology I, II

1.1

PERFORMANCE OBJECTIVE

P1.1 Given a list of departmental rules and a copy of the rules and regulations of the Virginia State Board of Cosmetology, participate in an organized classroom management system based on these rules. Participation will be rated on an ongoing basis and must be judged acceptable according to instructor-prepared checklist based on the rules provided.

SELECTED ENABLING OBJECTIVES

E1.1.1 Explain the Cosmetology Department dress code.

E1.1.2 Explain the Cosmetology Department conduct code.

E1.1.3 Demonstrate ability to interpret rules and regulations of the State Board of Cosmetology.

E1.1.4 Identify equipment used in the laboratory.

E1.1.5 Explain the importance of classroom and work organization systems.

CRITERION-REFERENCED MEASURE

C1.1 Participate in an organized classroom management system based on departmental rules and the rules and regulations of the State Board of Cosmetology. Participation will be rated on an ongoing basis and must be judged acceptable according to instructor-prepared checklist based on the rules provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss reasons for the rules and regulations which govern classrooms, organizations, and the cosmetology profession. Point out the similarities and differences between the lab work system and a regular salon organization (E1.1.3, E1.1.5).

2. Explain and discuss the rules of the Cosmetology Department, emphasizing the relationship between these rules and the concepts of safety, public health protection, and professionalism (E1.1.1, E1.1.2, E1.1.5).

3. Conduct a tour of the laboratory, identifying the equipment and various work areas and explaining the functions of each (E1.1.4).
4. Explain student responsibilities in regard to equipment, implements, and materials (E1.1.2, E1.1.4).
5. Have students give reasons for such rules as "Clean up as you go," "Always read the label," and "Follow the instructions provided" (E1.1.5).

SELECTED TOOLS AND MATERIALS

Handouts (departmental rules, rules and regulations of the State Board of Cosmetology)

Instructor-prepared checklist to evaluate participation in organized classroom management system

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

State Board of Examiners of Professional Hairdressers Rules and Regulations. Virginia Department of Commerce.

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

TASK / COMPETENCY

1.2 Identify job opportunities in the cosmetology profession

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

1.2

PERFORMANCE OBJECTIVE

P1.2 Given access to references and survey sheets, research the job opportunities in cosmetology by consulting both references and local cosmetologists and report by filling out instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E1.2.1 Explain duties of a cosmetologist.

E1.2.2 Identify jobs related to cosmetology.

E1.2.3 Explain various ways cosmetologists are salaried.

E1.2.4 Demonstrate how to conduct an interview.

E1.2.5 Demonstrate how to use research references.

E1.2.6 Identify the promotional opportunities in cosmetology.

E1.2.7 Explain the employment outlook for cosmetologists.

CRITERION-REFERENCED MEASURE

C1.2 Research the job opportunities in cosmetology by consulting both references and local cosmetologists and report by completing instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate how to obtain information from references such as the DOT, OOH, Virginia VIEW, and the T&I Service Area Resource (E1.1.5).

2. Distribute survey sheets and have students practice interviewing techniques (E1.2.4).

3. Discuss information required for the report, such as job duties, employment outlook, benefits, promotional opportunities, and salary structure (E1.2.1, E1.2.3, E1.2.6, E1.2.7).

4. Have students fill out worksheets after they have completed their research and surveys (E1.2.1-E1.2.7).

SELECTED TOOLS AND MATERIALS

Instructor-prepared survey sheets
Instructor-prepared worksheets
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Cosmetology and Hairdressing--A Career for the 80's (#14144P). Milady.

Filmstrip: For the Love of Hair (#1261). Milady.

SELECTED REFERENCES

Dictionary of Occupational Titles. U.S. Department of Labor.

Occupational Outlook Handbook. U.S. Department of Labor.

Trade and Industrial Education Service Area Resource. Virginia Department of Education.

Virginia VIEW (Computer software or microfiche). VPI.

Application

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

TASK / COMPETENCY

1.3 Perform safety and first aid procedures

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

1.3

PERFORMANCE OBJECTIVE

P1.3 Given simulated situations involving various safety emergencies, demonstrate emergency procedures to be followed in case of fire and injuries or conditions such as burns, cuts, bruises, sprains, physical and electrical shock, allergic reaction, and loss of consciousness. Performance must be rated acceptable according to local school guidelines and standard first aid procedures.

SELECTED ENABLING OBJECTIVES

E1.3.1 Identify the classes of fires and the appropriate type of extinguisher for each.

E1.3.2 Identify classroom and laboratory safety procedures and the accidents or injuries they are designed to prevent.

E1.3.3 Demonstrate how to contact the fire department or call for emergency medical assistance and identify information required by each for efficient response.

E1.3.4 Identify special precautions to observe when working with chemicals, electrical equipment, and sharp implements.

E1.3.5 Demonstrate emergency procedures to be taken in case of fire.

E1.3.6 Demonstrate first aid procedures for selected injuries.

CRITERION-REFERENCED MEASURE

C1.3 Demonstrate emergency procedures in simulated situations involving fire, burns, cuts, bruises, sprains, physical and electrical shock, allergic reactions, and loss of consciousness, to be rated acceptable according to local school guidelines and standard first aid procedures.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a local fire department representative to discuss the classes of fires and their causes, basic fire prevention rules, and emergency procedures and to demonstrate use of fire extinguishers (E1.3.1, E1.3.3-E1.3.5).
2. Explain the importance of safety rules and how they protect the cosmetologist, the patron, and the equipment. Make sure safety rules are displayed prominently (E1.3.2).
3. Discuss and demonstrate safety precautions when using chemicals, electrical equipment, and sharp implements (E1.3.4).
4. Invite a Red Cross representative or paramedic to demonstrate first aid procedures for various injuries and to discuss how to obtain emergency medical aid (E1.3.3, E1.3.6).
5. Explain to students the local school guidelines regarding first aid treatment, emphasizing the importance of learning these skills for salon employment (E1.3.6).

SELECTED TOOLS AND MATERIALS

Safety rules
Instructor-prepared checklist to evaluate emergency procedure rule plays

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 17A-58A. Mid-America.

Standard First Aid and Safety. American Red Cross.

Standard Textbook of Cosmetology, pp. 481-483. Kibbe.

Application

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

TASK / COMPETENCY

1.4 Participate in in-class activities of VICA

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

1.4

PERFORMANCE OBJECTIVE

P1.4 Given parliamentary procedures, VICA guidelines, and access to meeting room set up with VICA club equipment, participate in a VICA meeting according to guidelines provided. Meeting must be conducted according to agenda and parliamentary procedures, must begin and end on time, and order must be maintained throughout.

SELECTED ENABLING OBJECTIVES

E1.4.1 Identify advantages and responsibilities of VICA membership.

E1.4.2 Recite the VICA motto and pledge.

E1.4.3 Identify VICA colors and emblem symbols.

E1.4.4 Identify competitive events for cosmetology sponsored by VICA for local, state, and national contest.

E1.4.5 Identify VICA activities which benefit the community.

E1.4.6 Explain the VICA club structure.

CRITERION-REFERENCED MEASURE

C1.4 Participate in VICA meeting according to guidelines provided, using previously prepared agenda and parliamentary procedure. Meeting must begin and end on time, and order must be maintained throughout.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students read and duscuss the VICA Leadership Handbook. Explain the role of each officer and how the local chapter is affiliated with state and national organizations (E1.4.6).
2. Show filmstrip, VICA: Going All the Way, and have students discuss the advantages and responsibilities of VICA membership (E1.4.1-E1.4.5).
3. Discuss how VICA membership relates to an individual's personal, educational, and job goals (E1.4.1).
4. Show slides or photographs of past local activities, including contests, and explain the reasons for competions (E1.4.4).
5. Have a past VICA member speak to the class about participation in activities and competitive events (E1.4.1, E1.4.4, E1.4.5).
6. Display and discuss the VICA club calendar of activities (E1.4.1, E1.4.5).
7. Have students plan a social event, school or community improvement project, or service activity during a regular VICA meeting (E1.4.1-E1.4.6).

SELECTED TOOLS AND MATERIALS

American Flag
VICA banner
Gavel
Ceremonial emblem
VICA charter
VICA creed
VICA official scrapbook
Secretary's notebook
Treasurer's notebook
Projector (filmstrip, overhead)

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: VICA: Going All the Way. VICA State Advisor, Virginia Department of Education.

Slides or photographs of VICA activities

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 195A-228A. Mid-America.

Robert's Rules of Order, Newly Revised. Henry M. Robert.

VICA Leadership Handbook. National VICA.

VICA U.S. Skill Olympics. National VICA.

Application

DUTY AREA

1. GETTING STARTED IN COSMETOLOGY

TASK / COMPETENCY

1.5 Identify personal appearance standards

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

1.5

PERFORMANCE OBJECTIVE

P1.5 Given a list of characteristics related to professionalism, explain how these characteristics are displayed in terms of personal appearance by completing instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E1.5.1 Define characteristics relating to professionalism.

E1.5.2 Explain how these characteristics are displayed in the classroom or laboratory.

E1.5.3 Explain how personality is related to professionalism.

E1.5.4 Explain how grooming and physical appearance contribute to professionalism.

E1.5.5 Explain how professional appearance standards are related to client confidence and trust.

CRITERION-REFERENCED MEASURE

C1.5 Explain how professionalism is displayed in terms of personal appearance by completing instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students list and define characteristics contributing to professionalism, including *dependability*, *industry*, *enthusiasm*, *initiative*, *honesty*, *loyalty*, *cooperation*, *adaptability*, *courtesy*, *patience*, *self-control*, and *tact* (E1.5.1).
2. Give students examples of how these characteristics are displayed at work and at school (refer to pp. 134A and 135A, Mid-America) (E1.5.1, E1.5.2).
3. Discuss how professionalism is evidenced by personal appearance and grooming. Emphasize that *personal appearance* is comprised of factors other than clothing or hairstyle (movement, mannerisms, nonverbal behavior, etc.) (E1.5.4).
4. Explain the relationship between personality and professionalism (E1.5.3).
5. Discuss how professional appearance inspires and affects good client relations (E1.5.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparencies: *Personal Appearance*. Keystone.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 134A-135A. Mid-America.

Standard Textbook of Cosmetology, pp. 1-20. Kibbe.

DUTY AREA

2. PERFORMING STERILIZATION AND SANITATION PROCEDURES

TASKS/COMPETENCIES

2.1 Identify the classfications of bacteria

2.2 Examine state and local laws governing sterilization and sanitation

2.3 Sterilize or sanitize equipment and implements

2.4 Perform housekeeping tasks

Application

DUTY AREA

2. PERFORMING STERILIZATION AND SANITATION PROCEDURES

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

2.1 Identify the classification of bacteria

COURSE

Cosmetology I, II

2.1

PERFORMANCE OBJECTIVE

P2.1 Given a written test on sterilization and sanitation procedures, identify the classifications of bacteria and explain their growth, reproduction, and relationship to the spread of disease with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E2.1.1 Define terms related to bacteria and their characteristics.

E2.1.2 Name and define the two types of bacteria.

E2.1.3 Identify the names and shapes of pathogenic bacteria and diseases caused by each.

E2.1.4 Identify the stages of bacteria growth and reproduction.

E2.1.5 Explain how bacteria are related to the spread of disease.

CRITERION-REFERENCED MEASURE

C2.1 Identify the classification of bacteria and explain their growth, reproduction, and relationship to the spread of disease with 90% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute a bacteriology vocabulary sheet and have students define terms (E2.1.1-E2.1.2).
2. Display illustrations of pathogenic bacteria and have students match names to shapes and identify diseases caused by each (E2.1.3).
3. Explain how bacteria grow and reproduce and the environments which are favorable (E2.1.4).
4. Explain how bacteria may enter the body, how the body fights infection, and how a person may acquire immunity (E2.1.5).
5. Have students identify those disorders which would prevent a cosmetologist from working (E2.1.5).
6. Explain the importance of personal hygiene and sanitation/sterilization procedures to reduction of risk of infection (E2.1.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared vocabulary sheet

Illustrations of pathogenic bacteria

Instructor-prepared test

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, p. 27A. Mid-America.

Standard Textbook of Cosmetology, pp. 21-26. Kibbe.

Application

DUTY AREA

2. PERFORMING STERILIZATION AND SANITATION PROCEDURES

TASK / COMPETENCY

2.2 Examine state and local laws governing sterilization and sanitation.

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

2.2

PERFORMANCE OBJECTIVE

P2.2 Given a checklist identifying those state and local regulations concerned with sterilization and sanitation, evaluate the Cosmetology Department's compliance with these regulations for one week by observing and completing the items on the checklist. Each item must be observed and recorded.

SELECTED ENABLING OBJECTIVES

E2.2.1 Explain the importance of sterilization and sanitation regulations.

E2.2.2 Explain penalties for noncompliance by salons with state and local sterilization and sanitation regulations.

E2.2.3 Define public health and public sanitation.

CRITERION-REFERENCED MEASURE

C2.2 Observe the Cosmetology Department's compliance with state and local laws concerned with sterilization and sanitation for one week and evaluate by completing a checklist prepared by the instructor. Each item on the checklist must be observed and recorded.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss sterilization and sanitation laws (state and local) and why they are important to cosmetology services (E2.2.1).
2. Discuss the legal and ethical consequences of failure to comply with these state and local laws, including civil liability and civic responsibility (E2.2.2).
3. Have students define public health and public sanitation and discuss what might happen to a community if these concepts were ignored (E2.2.3).
4. Review the relationship between pathogenic bacteria and disease (E2.2.1).

SELECTED TOOLS AND MATERIALS

Instructor-prepared checklist form for evaluation of legal compliance with sanitation/sterilization laws.

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

State Board of Examiners of Professional Hairdressers Rules and Regulations.

Standard Textbook of Cosmetology, pp. 32-33. Kibbe.

The Professional Cosmetologist, pp. 16-26. Dalton.

DUTY AREA

2. PERFORMING STERILIZATION AND SANITATION PROCEDURES

TASK / COMPETENCY

2.3 Sterilize or sanitize equipment and implements

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

2.3

PERFORMANCE OBJECTIVE

P2.3 Given necessary equipment and supplies, maintain a wet or dry sanitizer for one week. All implements must be prepared for sanitizing; all antiseptics, disinfectants, and fumigants must be prepared or used according to directions provided; and cabinets or electrical sanitizer must be used according to manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E2.3.1 Identify implements which need to be sanitized.

E2.3.2 Explain physical and chemical methods of sanitizing and conditions for use of each method.

E2.3.3 Define and give examples of antiseptics and disinfectants.

E2.3.4 Identify the requirements of a good disinfectant.

E2.3.5 Explain how various implements are sanitized.

E2.3.6 State the function of wet and dry sanitizers.

E2.3.7 Demonstrate preparation of disinfectant solution.

E2.3.8 Demonstrate how to prepare combs and brushes for sanitizing.

CRITERION-REFERENCED MEASURE

C2.3 Maintain a wet or dry sanitizer for a week, preparing all implements properly for sanitizing,preparing and using all antiseptics, disinfectants, and fumigants according to directions provided, and using cabinet or electrical sanitizer according to manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the differences between sterilization and sanitation and the methods of achieving each (E2.3.2).
2. Identify implements which need to be sanitized and demonstrate procedures for preparing them for sanitizing (E2.3.1, E2.3.8).
3. Have students define antiseptics and disinfectants and give examples of each. Emphasize the requirements of a good disinfectant (E2.3.3, E2.3.5).
4. Display chemicals used in salons and have students identify the use of each (E2.3.5).
5. Demonstrate and have students practice preparing disinfectant solutions (E2.3.7).
6. Explain the purpose of wet and dry sanitizers and demonstrate how to use each (E2.3.6).

SELECTED TOOLS AND MATERIALS

Chemical agents used for sanitizing
Wet sanitizer
Dry sanitizer (cabinet or ultraviolet ray)
Instructor-prepared directions for disinfectant preparation

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist, pp. 22-25. Dalton.

Standard Textbook of Cosmetology, pp. 28-31. Kibbe.

DUTY AREA

2. PERFORMING STERILIZATION AND SANITATION PROCEDURES

TASK / COMPETENCY

2.4 Perform housekeeping tasks

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

2.4

PERFORMANCE OBJECTIVE

P2.4 Given necessary equipment and supplies, perform housekeeping tasks according to previously provided Cosmetology Department rules and instructor demonstration. Floors and work area surfaces must be free of hair and spilled solution, all capes folded correctly, and all implements, towels, and supplies put in their proper places. Performance will be evaluated periodically.

SELECTED ENABLING OBJECTIVES

E2.4.1 Explain Cosmetology Department rules on housekeeping.

E2.4.2 Explain the importance of the rule, "Clean up as you go."

E2.4.3 Identify towel storage and used towel disposal areas.

E2.4.4 Demonstrate efficient sweeping technique.

E2.4.5 Identify implements and supplies used in salon housekeeping.

E2.4.6 Relate housekeeping tasks to safety and sanitation rules.

CRITERION-REFERENCED MEASURE

C2.4 Perform housekeeping tasks according to previously provided Cosmetology Department rules and instructor demonstration. Floors and work area surfaces must be free of hair or spilled solutions, all capes folded correctly, and all implements, towels, and supplies put in their proper places. Performance will be evaluated periodically.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review rules of the Cosmetolology Department on housekeeping, safety, and sanitation. Explain that housekeeping is a part of every task involving salon services and will be evaluated each time the student performs each service. (E2.4.1-E2.4.6).

2. Display implements and supplies used in salon housekeeping and demonstrate their use (E2.4.4-E2.4.5).

3. Explain rules for towel storage and disposal (E2.4.3).

4. Discuss the importance of keeping work areas, storage areas, and floors clean and neat in terms of safety, sanitation, and public image (E2.4.2).

SELECTED TOOLS AND MATERIALS

Brooms
Dustpans
Cleaning products used for housekeeping
Container for used towels
Cosmetology Department rules

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

DUTY AREA

3. SHAMPOOING AND CONDITIONING HAIR

TASKS/COMPETENCIES

3.1 Identify scalp disorders and diseases

3.2 Give a shampoo

3.3 Select and apply hair and scalp conditioners

DUTY AREA

3. SHAMPOOING AND CONDITIONING HAIR

TASK/COMPETENCY

3.1 Identify scalp disorders and diseases

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

3.1

PERFORMANCE OBJECTIVE

P3.1 Given a written test on hair and scalp conditioning, identify the technical and common names, symptoms, causes, and treatment of common scalp disorders and diseases with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E3.1.1 Identify bones, muscles, nerves, and circulatory system components of the skull and scalp.

E3.1.2 Define and give the common names of asteatosis, seborrhea, steatoma, milia, canities, alopecia, pityriasis, trichophlosis, psoriasis, eczema, pediculosis and tinea.

E3.1.3 Identify symptoms of scalp disorders and diseases.

E3.1.4 Identify treatment of scalp disorders and diseases.

E3.1.5 List safety and sanitation rules to observe during hair and scalp analysis.

CRITERION-REFERENCED MEASURE

C3.1 Identify the technical and common names, symptoms, causes, and treatment of common scalp disorders and diseases with 90% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display illustrations of the bones, muscles, nerves, and circulation system of the scalp. Have students identify (E3.1.1).

2. Prepare flash cards to reinforce scientific and common names of various scalp disorders and diseases (E3.1.2).

3. Discuss symptoms of scalp disorders and diseases (E3.1.3).

4. Explain treatments of various scalp disorders and diseases. Emphasize those that should be referred to a physician (E3.1.4).

5. Explore techniques the students will use during scalp and hair condition analysis, stressing safety and sanitation precautions (E3.1.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared flash cards
Instructor-prepared test on hair and scalp conditioning
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Scalp Disorders (TM4, TM5); Scalp Diseases not Treated in a Salon (TM6). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 1B-11B, 19B-23B. Mid-America.

Standard Textbook of Cosmetology, pp. 55-62, 385-387. Kibbe.

Application

DUTY AREA

3. SHAMPOOING AND CONDITIONING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

3.2 Give a shampoo

COURSE

Cosmetology I, II

3.2

PERFORMANCE OBJECTIVE

P3.2 Given access to patron and necessary equipment and supplies, select the proper products and give a shampoo that leaves the hair clean and in good condition. Procedure must be rated acceptable according to previously provided instructor demonstration.

SELECTED ENABLING OBJECTIVES

E3.2.1 Identify types of shampoo products and functions of each.

E3.2.2 Demonstrate hair-brushing procedure.

E3.2.3 Identify applicable safety and sanitation procedure.

E3.2.4 Demonstrate draping procedure.

E3.2.5 Demonstrate procedure for regulating water temperature and pressure for shampoo.

E3.2.6 Demonstrate proper scalp manipulations during shampoo.

E3.2.7 Demonstrate proper rinsing and blotting procedures.

CRITERION-REFERENCED MEASURE

C3.2 Select correct products and shampoo patron's hair so that hair is left clean and in good condition. Procedure must be performed according to previously provided instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display shampoo products and explain function and purpose of each (E3.2.1).
2. Demonstrate proper way to brush hair prior to shampoo and explain the effects of brushing on hair and scalp (E3.2.2).
3. Discuss applicable safety and sanitation rules (E3.2.3).
4. Demonstrate step-by-step procedure for shampooing, explaining each step and the reason for it (E3.2.4-E3.2.7).
5. Have students practice shampoo procedure (E3.2.1-E3.2.7).

SELECTED TOOLS AND MATERIALS

Shampoo products
Shampoo cape
Towels
Brush and comb

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 95B-99B. Mid-America.

Standard Textbook of Cosmetology, pp. 438-439. Kibbe.

DUTY AREA

3. SHAMPOOING AND CONDITIONING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

3.3 Select and apply hair and scalp conditioner

COURSE

Cosmetology I, II

3.3

PERFORMANCE OBJECTIVE

P3.3 Given access to patron and necessary supplies and equipment, select proper conditioner and apply to hair and scalp according to manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E3.3.1 Identify types of rinses and conditioners and state function of each.

E3.3.2 Demonstrate hair and scalp analysis and identify condition.

E3.3.3 Demonstrate hair-brushing procedure.

E3.3.4 Demonstrate scalp manipulations used in conditioning treatments and identify effects on bones, muscles, nerves, and circulatory system of the scalp.

E3.3.5 Explain the effects of various conditioning products and treatments on the structure of the hair.

E3.3.6 Explain or demonstrate various conditioning procedures such as direct and indirect high frequency current application, ultraviolet application, and heat cap scalp treatment.

CRITERION-REFERENCED MEASURE

C3.3 Select proper conditioner and apply to hair and scalp according to manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display and discuss types of rinses and conditioners and their functions, and explain their effects on hair structure and the skeletal, muscular, nervous, and circulatory systems of the scalp (E3.3.1, E3.3.5, E3.3.6).
2. Review scalp disorders and diseases and treatment(s) for each (E3.3.2).
3. Demonstrate step-by-step procedure for applying various conditioning products and treatments, emphasizing the importance of following manufacturer's directions (E3.3.3, E3.3.4, E3.3.6).
4. Supervise student practice of conditioning treatments (E3.3.1 - E3.3.6).

SELECTED TOOLS AND MATERIALS

Heating caps
Towels
Capes
Conditioners
Spatula
Cotton
Scalp cream
Combs
Brushes
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Scalp Treatment and Massage, Hair Care Skills and Methods Series (#141413P). Milady.

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 239, 440-441. Kibbe.

DUTY AREA

4. SHAPING HAIR

TASKS/COMPETENCIES

4.1 Identify implements used to shape hair and demonstrate proper method of holding

4.2 Section hair

4.3 Explain factors related to choice of haircut

4.4 Give a one-length, low-elevation haircut

4.5 Give a layered haircut

4.6 Give a combination one-length and layered haircut

4.7 Thin hair

4.8 Shingle hair

DUTY AREA

4. SHAPING HAIR

TASK/COMPETENCY

4.1 Identify implements used to shape hair and demonstrate proper methods of holding

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

4.1

PERFORMANCE OBJECTIVE

P4.4 Given implements used in hair shaping, identify each with 100% accuracy and demonstrate correct techniques for holding each according to previously provided instructor demonstration.

SELECTED ENABLING OBJECTIVES

E4.1.1 Identify implements used in hair shaping and the uses of each.

E4.1.2 Identify parts of scissors, razors, and thinning shears.

E4.1.3 Demonstrate how to hold scissors, razors, and thinning shears.

E4.1.4 Explain the importance of proper holding techniques.

E4.1.5 Identify safety and sanitation rules for using and caring for hair-shaping implements.

CRITERION-REFERENCED MEASURE

C4.1 Identify implements used to shape hair with 100% accuracy and demonstrate correct holding techniques for each according to previously provided instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display types and sizes of scissors, razors, and thinning shears and explain their functions (E4.1.1).
2. Have students identify parts of scissors, razors, and thinning shears (E4.1.2).
3. Review safety rules for sharp implements and sanitizing procedures for scissors, razors, and thinning shears (E4.1.5).
4. Demonstrate how to hold scissors, razors, and thinning shears and emphasize the importance of holding them properly (E4.1.3, E4.1.4).

SELECTED TOOLS AND MATERIALS

Scissors
Razors
Thinning shears

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 63-64. Kibbe.

Application

DUTY AREA

4. SHAPING HAIR

TASK/COMPETENCY

4.2 Section hair

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

4.2

PERFORMANCE OBJECTIVE

P4.2 Given access to patron or mannequin and necessary implements and supplies, demonstrate basic 4- and 5-section methods of sectioning hair according to previously provided instructor demonstration and illustrated guidelines.

SELECTED ENABLING OBJECTIVES

E4.2.1 Identify factors in determining choice of sectioning method.

E4.2.2 Demonstrate 4-section method.

E4.2.3 Demonstrate 5-section method.

CRITERION-REFERENCED MEASURE

C4.2 Demonstrate basic 4- and 5-section methods of sectioning hair according to previously provided instructor demonstration and illustrated guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate basic methods of sectioning hair for wet or dry shaping and discuss reasons for using each method (E4.1.1-E4.1.3).

2. Supervise student practice of basic hair sectioning procedures (E4.2.2-E4.2.3).

SELECTED TOOLS AND MATERIALS

Comb
Clips
Instructor-provided illustrated guidelines for sectioning
Slide projector

SELECTED AUDIOVISUAL MATERIALS

Slides: Wet Haircut With Scissors (#13112). Milady.

SELECTED REFERENCES

Standard Textbook of Cosmetology, p. 65. Kibbe.

Application

DUTY AREA

4. SHAPING HAIR

TASK/COMPETENCY

4.3 Explain factors related to choice of haircut

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

4.3

PERFORMANCE OBJECTIVE

P4.3 Given illustrations or descriptions of various facial shapes, profiles, and body structures, select appropriate hair shapes for each characteristic with 85% accuracy according to previously provided guidelines.

SELECTED ENABLING OBJECTIVES

E4.3.1 Define terms associated with facial shapes, profiles, and body structures.

E4.3.2 Identify facial shapes and their characteristics.

E4.3.3 Identify profile types and their characteristics.

E4.3.4 Identify basic head shapes.

E4.3.5 Identify hair characteristics related to hair shaping.

E4.3.6 Identify body structures related to choice of haircut.

E4.3.7 Demonstrate procedure for analyzing facial shapes, profiles, and body structure.

CRITERION-REFERENCED MEASURE

C4.3 Select appropriate hair shapes for various facial, profile, and body structure characteristics with 85% accuracy according to previously provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute vocabulary sheets and have students define terms related to choice of haircut (E4.3.1).
2. Distribute and discuss information sheets or show transparencies of various facial shapes, profile types, and body structures. Have students analyze their characteristics (E4.3.2-E4.3.7).
3. Have students analyze their own or a partner's facial shape, profile, and body structure (E4.3.7).
4. Discuss hair characteristics related to choice of haircut and have students analyze their own (E4.3.3).

SELECTED TOOLS AND MATERIALS

Handouts--information sheets from Professional Cosmetology Practices
Illustrations or descriptions of various facial shapes, profiles, and body structures
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Chart: New Faces. Milady.

Transparency masters: Professional Cosmetology Practices, pp. 137B-157B. Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices. pp. 125B-175B. Mid-America.

The World of Cosmetology. Franco, Moore, and Oakley.

Application

DUTY AREA

4. SHAPING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

4.4 Give a one-length, low-elevation haircut

COURSE

Cosmetology I, II

4.4

PERFORMANCE OBJECTIVE

P4.4 Given access to patron whose hair has been thoroughly cleansed, conditioned, and detangled and necessary implements and supplies, demonstrate a one-length, low-elevation cut within a 30-minute time limit. Procedure must follow previously provided instructor's demonstration and include steps listed in duty area checklist #4.

SELECTED ENABLING OBJECTIVES

E4.4.1 Demonstrate sectioning procedure.

E4.4.2 Demonstrate how to cut the guidelines to establish hanging length.

E4.4.3 Demonstrate how to shape remaining hair, using the established guidelines and zero to low elevation.

E4.4.4 Explain factors related to choice of one-length, low-elevation cut.

CRITERION-REFERENCED MEASURE

C4.4 Demonstrate a one-length, low-elevation cut according to previously provided instructor demonstration, including steps listed in duty area checklist #4. Procedure must be completed within 30 minutes.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review facial shapes, profiles, body structures, and hair characteristics and relate to choice of haircut, emphasizing those for which one-length, low-elevation cut is appropriate (E4.4.4).
2. Show filmstrip and lead class discussion on procedures shown (E4.4.1-E4.4.4).
3. Demonstrate and have students practice sectioning procedure (E4.4.1).
4. Demonstrate and supervise student practice of one-length, low-elevation cut (E4.4.2-E4.4.4).

SELECTED TOOLS AND MATERIALS

Scissors
Razor
Comb
Cutting cape
Butterfly clips
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: One-Length Low-Elevation Cut. Prentice Hall Media.

SELECTED REFERENCES

Pivot Point Continuing Education, Course 224. Pivot Point International, Inc.

Professional Cosmetology Practices, pp. 559B-564B. Mid-America.

DUTY AREA

4. SHAPING HAIR

TASK/COMPETENCY

4.5 Give a layered haircut

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

4.5

PERFORMANCE OBJECTIVE

P4.5 Given access to patron whose hair has been thoroughly cleansed, conditioned, and detangled and necessary implements and supplies, give a layered cut within 30 minutes. Procedure must follow previously provided instructor demonstration and include the steps listed in duty area checklist #4.

SELECTED ENABLING OBJECTIVES

E4.5.1 Demonstrate sectioning procedure.

E4.5.2 Demonstrate how to cut outer perimeter to establish guideline and perimeter hanging length.

E4.5.3 Demonstrate how to shape remaining hair, using vertical or horizontal subsections to achieve a low, medium, or high elevation cut.

E4.5.4 Explain factors related to choice of layered haircut.

CRITERION-REFERENCED MEASURE

C4.5 Give a layered cut within 30 minutes according to previously provided instructor demonstration, including steps listed in duty area checklist #4.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review facial shapes, body structures, and hair characteristics and relate to choice of haircut, emphasizing those for which layered cut is appropriate (E4.5.4).
2. Show filmstrip and lead class discussion on procedures shown (E4.5.1-E4.5.4).
3. Demonstrate and have students practice cutting guideline (E4.5.2).
4. Demonstrate and supervise student practice of shaping remaining hair (E4.5.3).
5. Demonstrate how to check hair for proper blending and uniformity (E4.5.4).

SELECTED TOOLS AND MATERIALS

Towels
Cape
Water bottle
Sectioning clips
Comb
Shears
Razor
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Multi-Level Cut. Prentice Hall Media.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 567B-579B. Mid-America.

West's Textbook of Cosmetology. Ahern.

The World of Cosmetology. Franco, Moore, and Oakley.

DUTY AREA

4. SHAPING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

4.6 Give a combination one-length and layered haircut

COURSE

Cosmetology I, II

4.6

PERFORMANCE OBJECTIVE

P4.6 Given access to patron with one-length hair and necessary implements and supplies, give a combination one-length and layered haircut within 30 minutes. Procedure must follow previously provided instructor demonstration and include the steps listed in duty area checklist #4.

SELECTED ENABLING OBJECTIVES

E4.6.1 Distinguish between one-length and layered haircuts.

E4.6.2 Demonstrate how to identify dividing line between layered and one-length hair.

E4.6.3 Demonstrate how to establish guidelines for both layered and one-length areas.

E4.6.4 Explain factors related to choice of combination haircut.

CRITERION-REFERENCED MEASURE

C4.6 Give a combination one-length and layered haircut within 30 minutes, according to previously provided instructor demonstration and including steps listed in duty area checklist #4.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display illustrations of various combination haircuts and discuss facial shapes, profiles, body structures, and hair characteristics appropriate for these types of cuts (E4.6.1, E4.6.4).
2. Demonstrate and have students practice identifying the dividing line between one-length and layered areas (E4.6.2).
3. Demonstrate and have students practice establishing guidelines and perimeter hanging length (E4.6.3).
4. Show filmstrip and discuss presentation of multi-level cuts (E4.6.2, E4.6.4).

SELECTED TOOLS AND MATERIALS

Water bottle
Sectioning clips
Comb
Cape
Scissors
Projector
Instructor's checklist #4

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Multi-Level Cut. Prentice Hall Media.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 559B-579B. Mid-America.

West's Textbook of Cosmetology. Ahern.

— Application —

DUTY AREA

4. SHAPING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

4.7 Thin hair

COURSE

Cosmetology I, II

4.7

PERFORMANCE OBJECTIVE

P4.7 Given access to patron whose hair needs thinning, necessary implements and supplies, and final trend of hair, thin hair so desired shape is obtained. Procedure must follow previously provided job sheets or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E4.7.1 Demonstrate procedure for identifying final trend or shape of hair.

E4.7.2 Identify areas of hair which need thinning.

E4.7.3 Identify areas of hair to avoid thinning.

E4.7.4 Explain differences in procedure for thinning fine-, medium-, and coarse-textured hair.

E4.7.5 Identify implements used in thinning hair.

CRITERION-REFERENCED MEASURE

C4.7 Thin hair of patron so that desired final shape is obtained. Procedure must follow previously provided job sheets or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Illustrate main shapes or trends that require thinning of the hair (E4.7.1).
2. Discuss and demonstrate procedure for identifying areas of the hair which need thinning (E4.7.2).
3. Demonstrate and discuss areas of hair to avoid thinning (E4.7.3).
4. Review use of thinning shears and razor (E4.7.4).
5. Discuss and demonstrate differences in procedure for thinning fine-, medium-, and coarse-textured hair (E4.7.4).
6. Demonstrate and supervise student practice in thinning hair to final shape (E4.7.1-E4.7.5).

SELECTED TOOLS AND MATERIALS

Clips
Comb
Razor
Scissors
Thinning shears (single-and double-notched)
Cape
Job sheet #6 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 583B-585B. Mid-America.
Standard Textbook of Cosmetology, pp. 66-68. Kibbe.

Application

DUTY AREA

4. SHAPING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

4.8 Shingle hair

COURSE

Cosmetology I, II

4.8

PERFORMANCE OBJECTIVE

P4.8 Given access to client and necessary implements and supplies, shingle the hair into very short style, cutting upward from the neck in a graduated effect so that smooth, even appearance is obtained. Procedure must follow previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E4.8.1 Identify neckline shapes and natural hair growth patterns.

E4.8.2 Demonstrate how to hold scissors and comb for shingling.

E4.8.3 Demonstrate how to cut hair upward in a graduated effect.

E4.8.4 Explain factors related to the choice of a shingle haircut.

CRITERION-REFERENCED MEASURE

C4.8 Shingle hair, cutting upward from the neck in a graduated effect so that resulting hairstyle is very short with a smooth, even appearance. Procedure must follow previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review facial shapes, profiles, body structures, and hair characteristics, emphasizing those for which a shingle haircut is appropriate (E4.8.4).
2. Discuss and demonstrate how to determine neckline shape and natural hair growth patterns (E4.8.1).
3. Demonstrate and supervise student practice in correct holding and cutting techniques for scissors and comb in shingling (E4.8.2).
4. Demonstrate and supervise student practice in giving shingle haircuts (E4.8.1-E4.8.4).

SELECTED TOOLS AND MATERIALS

Scissors
Comb
Clippers
Projector

SELECTED AUDIOVISUAL MATERIALS

Film: Tailored Neckline. Milady.

SELECTED REFERENCES

The Essential of Hair Design, pp. 10-11. Ross.

Standard Textbook of Cosmetology, p. 71. Kibbe.

DUTY AREA

5. STYLING HAIR

TASKS/COMPETENCIES

5.1 Analyze facial shapes, profiles, and body structures

5.2 Give a finger wave

5.3 Make pin curls

5.4 Make roller curls

5.5 Airwave hair into a style

5.6 Thermal-straighten hair

5.7 Make thermal curls

5.8 Braid hair

5.9 Brush or comb hair into a style

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

5.1 Analyze facial shapes, profiles, and body structures

COURSE

Cosmetology I, II

5.1

PERFORMANCE OBJECTIVE

P5.1 Given access to at least ten live models, analyze facial and head shapes, facial features, profile types, and body structures and select appropriate hairstyles for the observed characteristics. Analyses and selections must be at least 85% accurate according to previously provided guidelines.

SELECTED ENABLING OBJECTIVES

E5.1.1 Identify facial shapes and characteristics of each.

E5.1.2 Identify profiles and characteristics of each.

E5.1.3 Identify body structures used to determine hair style.

E5.1.4 Demonstrate how to measure facial features.

E5.1.5 Explain why facial and body structure analysis is important in determining hair style.

CRITERION-REFERENCED MEASURE

C5.1 Analyze facial shapes, head shapes, facial features, profiles, and body structures of at least ten live models and select appropriate hairstyles for observed characteristics with 85% accuracy according to previously provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review identification of facial shapes, profiles, and body structures studied in P4.3 (E5.1.1-E5.1.3).
2. Discuss the importance of analyzing various facial shapes, profiles, and body structures in the determination of hair styles (E5.1.5).
3. Explain and demonstrate how to measure facial features and the relationship between facial features and hair styles (E5.1.4).
4. Demonstrate and discuss how to present analysis to client and suggest appropriate hairstyles (E5.1.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared guidelines on facial shape, profile, and body structure analysis
Overhead projector
TV set, video cassette player

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Facial Shapes (TMI, TM2); Facial Profiles (TM3); Body Structures (TM4). Mid-America.

Video cassette: Styling for a Total Look (#17215VCD). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 129B-157B. Mid-America.

Standard Textbook of Cosmetology, pp. 114-123. Kibbe.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.2 Give a finger wave

COURSE

Cosmetology I, II

5.2

PERFORMANCE OBJECTIVE

P5.2 Given access to a patron or mannequin and necessary implements and supplies, complete a finger wave style using a minimum of three ridges, two fingers wide, with no breaks, within a 10-minute time limit. Procedures must follow previously provided job sheets or instructor's demonstration.

SELECTED ENABLING OBJECTIVES

E5.2.1 Identify implements and supplies used in finger waving.

E5.2.2 Describe characteristics of a good finger wave.

E5.2.3 Identify facial shapes and features, profiles, and body structures for which a finger wave style is appropriate.

CRITERION-REFERENCED MEASURE

C5.2 Complete a finger wave style using a minimum of three ridges, two fingers wide, with no breaks, within a 10-minute time limit. Procedure must follow previously provided job sheets or instructor's demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display implements and supplies used in finger waving (E5.2.1).
2. Discuss characteristics of a good finger wave (E5.2.2).
3. Discuss facial and body structure characteristics which are appropriate for a finger wave hairstyle (E5.2.3).
4. Show filmstrip on finger waving and discuss presentation (E5.2.1-E5.2.3).
5. Demonstrate finger waving procedure and supervise student practice (E5.2.1-E5.2.3).

SELECTED TOOLS AND MATERIALS

Comb
Cape
Styling lotion
Projector
Job sheet #1 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Fingerwaving Techniques. Prentice Hall Media.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 377B-392B. Mid-America.

Standard Cosmetology Textbook, pp. 79-84. Kibbe.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.3 Make pin curls

COURSE

Cosmetology I, II

5.3

PERFORMANCE OBJECTIVE

P5.3 Given access to client or mannequin and necessary implements and supplies, make pin curls for various styles. Procedure must follow previously provided job sheets or instructor demonstration for styles selected.

SELECTED ENABLING OBJECTIVES

E5.3.1 Identify implements used to form pin curls.

E5.3.2 Identify pin curl bases and their effects.

E5.3.3 Identify types of pin curl stems and their strength and mobility.

E5.3.4 Demonstrate and explain various pin curl stem directions.

E5.3.5 Demonstrate various shapings for pin curl placement.

E5.3.6 Demonstrate methods of anchoring pin curls.

CRITERION-REFERENCED MEASURE

C5.3 Make pin curls for various styles according to previously provided job sheets or instructor demonstration for styles selected.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display implements and supplies used in making pin curls (E5.3.1).
2. Discuss various pin curl bases and demonstrate their effects in selected hairstyles. Show results of pin curls which do not lie flat and smooth on their bases (E5.3.2).
3. Discuss and demonstrate results of no-stem, half-stem, and full-stem curls as related to strength of curl and mobility (E5.3.3).
4. Discuss and demonstrate results of forward and reverse curl and stem directions (E5.3.4).
5. Discuss and demonstrate forward and reverse shapings for pincurl placement (E5.3.5).
6. Discuss and demonstrate methods of anchoring pin curls and their effects (E5.3.6).
7. Demonstrate and have student practice pin curl procedures for various styles (E5.3.1-E5.3.6).

SELECTED TOOLS AND MATERIALS

Comb
Brush
Clips
Setting lotion
Overhead projector, slide projector
Job sheets #1-#7 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

Transparency Masters: Parts of a Pin Curl (TM1); Pin Curl Stems (TM2); Bases Used in Forming Pin Curls (TM4); Implements Used to Form a Pin Curl (TM5). Mid-America.

Slides: Basic Pin Curling. Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 225B-280B. Mid-America.

Standard Cosmetology Practices, pp. 559B-564B. Mid-America.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.4 Make roller curls

COURSE

Cosmetology I, II

5.4

PERFORMANCE OBJECTIVE

P5.4 Given a model and necessary implements and supplies, make roller curls for selected style, using rollers of correct size and placement. Hair should be kept wet and combed smooth before placing on roller, partings should match roller size, rollers should be clipped at back and through base, and rollers must not be clipped together.

SELECTED ENABLING OBJECTIVES

E5.4.1 Identify terms associated with roller curls.

E5.4.2 Select proper implements and supplies for various types of roller curls.

E5.4.3 Demonstrate roller base and stem relationship.

E5.4.4 Distinguish between and demonstrate how to achieve volume and indentation.

E5.4.5 Identify safety and sanitation rules for roller curling.

CRITERION-REFERENCED MEASURE

C5.4 Make roller curls for selected style, using correct size and placement of rollers. Hair should be kept wet and combed smooth before placing on roller, partings should match roller size, rollers should be clipped at back and through base, and rollers must not be clipped together.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Present terminology related to roller curling and have students define (E5.4.1).
2. Display various types and sizes of rollers and demonstrate their uses (E5.4.2-E5.4.5).
3. Have students create a bulletin board display of styles made from roller curling (E5.4.2-E5.4.4).
4. Discuss and demonstrate, or provide transparencies showing roller base and stem relationship (E5.4.3).
5. Demonstrate and have students practice achieving volume and indentation in roller curling (E5.4.4).
6. Explain importance of following applicable safety and sanitation rules (E5.4.5).
7. Distribute job sheet or other guidelines on roller curling procedure (E5.4.1-E5.4.5).
8. Supervise student practice of roller curling for various styles (E5.4.1-E5.4.5).

SELECTED TOOLS AND MATERIALS

Rollers
Combs (styling and rattail)
Clips
Setting lotion
Overhead projector
Job sheets #1-#6 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Implements Used in Roller Sets (TMI); Parts of a Roller Curl (TM2); Various Hair Partings (TM3). Mid-America.

SELECTED REFERENCES

The Principals of Hair Design. Ross.

Professional Cosmetology Practices, pp. 293B-371B. Mid-America.

Standard Textbook of Cosmetology, pp. 102-104. Kibbe.

Application

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

5.5 Airwave hair into a style

COURSE

Cosmetology I, II

5.5

PERFORMANCE OBJECTIVE

P5.5 Given access to patron and necessary implements and supplies, airwave hair into selected style within 30-minute time limit. Procedure must be rated acceptable according to instructor-prepared checklist based on previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E5.5.1 Identify implements and products used in airwaving and state their functions.

E5.5.2 Identify safety rules associated with use of blowdryers, hot combs, or hot brushes.

E5.5.3 Demonstrate procedure for airwaving with blowdryer.

E5.5.4 Demonstrate use of hot comb or brush.

CRITERION-REFERENCED MEASURE

C5.5 Airwave hair into selected style within 30-minute time limit, to be rated acceptable according to instructor-prepared checklist based on previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display implements and products used in airwaving and explain their uses and functions (E5.5.1)
2. Show illustrations of styles created by airwaving or show filmstrip (E5.5.3, E5.5.4).
3. Explain safety rules for implements used in airwaving. Demonstrate the heat produced by blowdryer by scorching paper or melting a comb (E5.5.2).
4. Demonstrate and supervise student practice in airwaving into selected styles, using blowdryer and brush or comb or various hot combs or hot brushes (E5.5.1, E5.5.4).

SELECTED TOOLS AND MATERIALS

Blowdryer
Hot brush or comb
Styling brush and comb
Clips, if needed
Styling lotion
TV set, video cassette player
Instructor-prepared checklist to evaluate airwaving procedure

SELECTED AUDIOVISUAL MATERIALS

Video cassette: Blow Waving for Varied Loveliness (#17216VCD). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 485-515B. Mid-America.

Standard Textbook of Cosmetology, pp. 264-265. Kibbe.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.6 Thermal-straighten hair

COURSE

Cosmetology I, II

5.6

PERFORMANCE OBJECTIVE

P5.6 Given access to patron with over-curly hair and necessary implements and supplies, temporarily straighten the hair by pressing with heat. Procedure should be completed within 30 minutes and follow steps in previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E5.6.1 Identify implements and products used in hairpressing.

E5.6.2 Identify the basic methods of hairpressing.

E5.6.3 Identify safety and sanitation rules applicable to hairpressing.

E5.6.4 Demonstrate hair and scalp analysis prior to hairpressing.

CRITERION-REFERENCED MEASURE

C5.6 Straighten over-curly hair temporarily by pressing with heat. Procedure must be completed within 30 minutes and follow the steps in previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display implements and products used in hairpressing and discuss their functions; relate the history of hairpressing and describe or show pictures of implements used in the past (E5.6.1).
2. Discuss and demonstrate the various types of hairpressing procedures (E5.6.2).
3. Explain the importance of applicable safety rules and emphasize damage to hair and scalp which can result from too much heat (E5.6.3).
4. Discuss and demonstrate hair and scalp analysis, describing conditions which would prevent hairpressing (E5.6.4).
5. Distribute job sheets or other guidelines and supervise student practice of various pressing procedures (E5.6.1, E5.6.4).

SELECTED TOOLS AND MATERIALS

Pressing comb
Heating appliance
Tissue paper
Pressing creme
Hair dryer
Cape
Hard rubber combs
Blowdryer
Job Sheet #1 (Mid-America)
Slide projector

SELECTED AUDIOVISUAL MATERIALS

Slides: Comb Pressing Curly Hair (#13134). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 439B-457B. Mid-America.

—— Application ——

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.7 Make thermal curls

COURSE

Cosmetology I, II

5.7

PERFORMANCE OBJECTIVE

P5.7 Given access to patron and necessary implements and supplies, thermal curl the hair into selected style, with curls wound smoothly and procedure comleted within 30-minute time limit. Procedure must follow previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E5.7.1 Identify implements and products used in thermal curling.

E5.7.2 Describe techniques used to practice various thermal curls.

E5.7.3 Identify applicable safety rules.

E5.7.4 Identify styles in which thermal curling is performed.

CRITERION-REFERENCED MEASURE

C5.7 Complete thermal curling of hair into selected style within 30-minute time period, with curls wound smoothly. Procedure must follow previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display implements and products used in thermal curling (E5.7.1).
2. Discuss and demonstrate or show slides of techniques used to produce various thermal curls and styles (E5.7.2, E5.7.4).
3. Discuss applicable safety rules (E5.7.3).
4. Supervise student practice of thermal curling procedures, resulting in selected styles (E5.7.1-E5.7.4).

SELECTED TOOLS AND MATERIALS

Job Sheets #2, #3 (Mid-America)
Cape
Curling irons
Electric heater
Tissue paper
Brush
Hard rubber combs
Butterfly clips
Slide projector
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Slides: Curling Over-Curly Hair. Milady.

Transparency Master: Equipment Used in Thermal Work (TM1). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 439B-451B, 459B-475B. Mid-America.

Standard Textbook of Cosmetology, pp. 245-265. Kibbe.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.8 Braid hair

COURSE

Cosmetology I, II

5.8

PERFORMANCE OBJECTIVE

P5.8 Given access to patron and necessary implements and supplies, braid the hair into selected style. The degree of tension from the scalp must be comfortable for the patron, all ends must be secured, and procedure must follow previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E5.8.1 Explain procedure for preparing patron for hair braiding.

E5.8.2 Identify terms associated with braiding.

E5.8.3 Identify implements and supplies used in styling with braids.

E5.8.4 Explain factors related to suitability of braided styles.

E5.8.5 Explain after-care of braided hair.

E5.8.6 Demonstrate selected braiding techniques.

CRITERION-REFERENCED MEASURE

C5.8 Braid hair into selected style, with correct tension from the scalp and all ends secured. Procedure must follow previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss and demonstrate patron preparation (E5.8.1).
2. Have students define terms associated with braiding and braided styles (E5.8.2).
3. Display and demonstrate use of implements and supplies for braiding (E5.8.3).
4. Discuss hair length, facial shapes, and body structures suitable for braided hairstyles (E5.8.4).
5. Demonstrate how to convert daytime hairstyle to evening style, using braids and accessories (E5.8.4, E5.8.6).
6. Provide information on VICA Job Demonstration Contest on braiding and supervise student preparation for braiding demonstration (E5.8.6).
7. Invite a guest artist to demonstrate various braided styles (E5.8.6).
8. Supervise student practice of various braiding techniques (E5.8.1-E5.8.6).

SELECTED TOOLS AND MATERIALS

Job sheets or guidelines
Comb
Rubber bands(plain and covered)
Hair pins
Hair accessories
Cape
Styling lotion
Water bottle

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 124-125. Kibbe.

DUTY AREA

5. STYLING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

5.9 Brush or comb hair into a style

COURSE

Cosmetology I, II

5.9

PERFORMANCE OBJECTIVE

P5.9 Given access to client whose hair has been curled, brush or comb the hair into selected style within 15-minute time limit. Basic brushout, general wave placement, line and style development, and finishing steps must be performed according to previously provided guidelines or instructor demonstration for the particular style selected.

SELECTED ENABLING OBJECTIVES

E5.9.1 Identify implements and supplies used in brushouts and combouts.

E5.9.2 Identify applicable safety and sanitation rules.

E5.9.3 Demonstrate basic brushout of curls.

E5.9.4 Demonstrate general wave placement.

E5.9.5 Demonstrate how to accentuate and develop line and style.

E5.9.6 Demonstrate finishing steps.

E5.9.7 Identify common problems associated with backcombing and associated techniques.

CRITERION-REFERENCED MEASURE

C5.9 Brush or comb hair into a selected style within 15 minutes. Basic brushing, general wave placement, line and style development, and finishing steps must follow previously provided guidelines or instructor demonstration for the particular style selected.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display brushes, combs, gels, lotions, and other products and supplies needed for brushout/combout procedure (E5.9.1).
2. Discuss applicable safety and sanitation rules (E5.9.2).
3. Discuss problems associated with backcombing (E5.9.7).
4. Demonstrate and supervise student practice of basic brushout, general wave placement, line and style development, and finishing touches for various styles (E5.9.3-E5.9.6).

SELECTED TOOLS AND MATERIALS

Rattail comb
Styling comb
Lifting comb
Brushes
Cape
Hair spray
Job sheets #1-#5 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 403B-437B. Mid-America.

Standard Textbook of Cosmetology, pp. 111-113. Kibbe.

DUTY AREA

6. APPLYING PERMANENT WAVES

TASKS/COMPETENCIES

6.1 Analyze structure and composition of hair and condition of scalp

6.2 Select proper waving solution and rods for type of hair

6.3 Wrap hair on wave rods

6.4 Process and neutralize the permanent wave

6.5 Identify after-care procedures

Application

DUTY AREA

6. APPLYING PERMANENT WAVES

TASK/COMPETENCY

6.1 Analyze structure and composition of hair and condition of scalp

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

6.1

PERFORMANCE OBJECTIVE

P6.1 Given access to patron and necessary implements and supplies, examine hair and scalp. Hair texture, density, porosity, elasticity, and length must be correctly analyzed and recorded, and any abrasions, disorders, or diseases of the scalp must be correctly identified. Examination must be performed according to previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E6.1.1 Identify disorders and diseases of the scalp.

E6.1.2 Define density, texture, elasticity, and porosity and explain in terms of permanent waving.

E6.1.3 Demonstrate how to measure density, texture, elasticity and porosity of hair.

E6.1.4 Identify the parts of the hair structure and their characteristics.

E6.1.5 Explain the relationship between hair length and permanent waving.

E6.1.6 Explain the importance of customer service record card in hair and scalp analysis.

E6.1.7 Explain the use of customer release forms in connection with permanent waving.

CRITERION-REFERENCED MEASURE

C6.1 Examine hair and scalp of patron according to previously provided guidelines or instructor demonstration. Hair texture, density, porosity, elasticity, and length must be correctly analyzed and recorded, and any abrasions, disorders, or diseases of the scalp must be correctly identified.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review scalp disorders and diseases (P3.1) by having students match names of disorders or diseases with symptoms and treatments (E6.1.1).
2. Discuss how hair texture, density, elasticity, porosity, and length affect the hair's reaction to permanent waving products and processes (E6.1.2, E6.1.5).
3. Show illustrations or transparency of parts of the hair structure and discuss their characteristics (E6.1.4).
4. Demonstrate how to test or analyze the hair for density, elasticity, porosity, and texture (E6.1.3).
5. Discuss customer record cards and release forms and their uses (E6.1.6, E6.1.7).
6. Have students practice hair analysis on classmates (E6.1.1-E6.1.6).

SELECTED TOOLS AND MATERIALS

Overhead projector, slide projector
Information sheets on structure and composition of hair (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Structure of the Hair (TM1). Mid-America.

Slides: Human Hair (#1318P). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 655B, 656B, 669B. Mid-America.

Standard Textbook of Cosmetology, pp. 151-154. Kibbe.

Application

DUTY AREA

6. APPLYING PERMANENT WAVES

TASK/COMPETENCY

6.2 Select proper waving solution and rods for type of hair

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

6.2

PERFORMANCE OBJECTIVE

P6.2 Given access to client whose hair structure and composition have been analyzed, information on desired finished hairstyle, and various waving solutions and rod sizes, select proper waving solution and correct rod sizes to produce desired curl with 90% accuracy, based on analysis.

SELECTED ENABLING OBJECTIVES

E6.2.1 Demonstrate hair structure and composition analysis.

E6.2.2 Identify types and strengths of waving solutions and their functions.

E6.2.3 Identify types and sizes of permanent wave rods.

E6.2.4. Explain safety factors related to waving solutions.

E6.2.5 Explain the importance of correct hair analysis and solution and rod selection in terms of client satisfaction.

CRITERION-REFERENCED MEASURE

C6.2 Select proper waving solution and rods to produce desired curl with 90% accuracy, based on prior analysis of hair and information on selected finished style.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review procedures and factors involved in analyzing hair structure and composition and have students practice analysis (E6.2.1).
2. Demonstrate effect of various strengths of waving solution on different types of hair (E6.2.2).
3. Display types and sizes of wave rods and demonstrate the types of curl produced by each on various kinds of hair (E6.2.3).
4. Have students study labels and manufacturers' literature on various waving solutions and discuss the safety precautions (E6.2.4).
5. Supervise student practice in selecting correct supplies for permanent waving, having them explain reasons for each selection to customers desiring different amounts of curl (E6.2.5).

SELECTED TOOLS AND MATERIALS

Waving solutions of various strengths
Rods of different shapes and sizes

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 653B-683B. Mid-America.

Standard Textbook of Cosmetology. Kibbe.

DUTY AREA

6. APPLYING PERMANENT WAVES

TASK/COMPETENCY

6.3 Wrap hair on wave rods

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

6.3

PERFORMANCE OBJECTIVE

P6.3 Given access to patron whose hair has been shampooed and necessary implements and supplies, section and block hair and wrap on wave rods, using method and pattern to result in preselected effect. Hair must be wrapped smoothly and neatly on each rod, with no bunching of hair or excessive tension.

SELECTED ENABLING OBJECTIVES

E6.3.1 Demonstrate use of various types of end papers.

E6.3.2 Identify results obtained from different rods shapes and sizes.

E6.3.3 Demonstrate how to section and block hair for various permanent wave results.

E6.3.4 Identify results of curls resting one-half off base, off base, and on base.

E6.3.5 Demonstrate hair-wrapping procedure.

CRITERION-REFERENCED MEASURE

C6.3 Section and block hair and wrap on wave rods, using method and pattern to result in preselected style or effect. Hair must be wrapped smoothly and neatly on each rod, with no bunching of hair or excessive tension.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review rod selection and results obtained from each size and shape. Have students make selection for different desired effects (E6.3.2).
2. Demonstrate use of single-, double-, and book-wrap end papers and have students practice with each on dry hair (E6.3.1, E6.3.5).
3. Demonstrate sectioning and blocking of hair for various patterns and assist students in practicing procedures (E6.3.3).
4. Explain and demonstrate wrapping methods for one-half off base, off base, and on base curls; have students practice on mannequin (E6.3.4).
5. Explain the importance of proper hair wrapping to obtain desired results (E6.3.4).

SELECTED TOOLS AND MATERIALS

Comb
Rods
End papers
Job Sheets #2, #3, and #4 (Mid-America)
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Permanent Wave Wraps (TM2). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 669B, 675B-693B. Mid-America.

Standard Textbook of Cosmetology, pp. 158-163. Kibbe.

DUTY AREA

6. APPLYING PERMANENT WAVES

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

6.4 Process and neutralize the permanent wave

COURSE

Cosmetology I, II

6.4

PERFORMANCE OBJECTIVE

P6.4 Given access to client with hair properly wrapped on rods and the appropriate waving and neutralizer solutions, process and neutralize the permanent wave according to product manufacturer's directions. Desired amount of curl must appear in the test curl.

SELECTED ENABLING OBJECTIVES

E6.4.1 Demonstrate procedure for applying waving solution.

E6.4.2 Explain chemical changes in hair during permanent waving.

E6.4.3 Explain factors which may affect the outcome of permanent wave.

E6.4.4 List results of over- or underprocessing and explain how to treat each.

E6.4.5 Identify and demonstrate appropriate safety precautions.

E6.4.6 Demonstrate and state the importance of proper timing of waving solution and neutralizer.

E6.4.7 Demonstrate application of neutralizer.

CRITERION-REFERENCED MEASURE

C6.4 Process and neutralize a permanent wave according to product manufacturer's directions so that desired curl is achieved in the test curl.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss changes in the chemical bonds of hair that occur during permanent waving, and explain factors that may affect the outcome of a permanent wave. (E6.4.2-E6.4.3).
2. Discuss applicable safety precautions (E6.4.5).
3. Discuss the various types and strengths of waving solutions and how each affects the different types of hair (E6.4.2-E6.4.4).
4. Demonstrate and have students practice applying waving solution (E6.4.1).
5. Discuss proper timing of waving solution and demonstrate how to check test curl (E6.4.6).
6. Emphasize the importance of strict timing and how to recognize the proper S shape of the test curl (E6.4.4, E6.4.6).
7. Discuss the function of the neutralizing process, the types of products, and the importance of proper application and timing (E6.4.4, E6.4.7).
8. Demonstrate and have students practice applying neutralizer (E6.4.7).

SELECTED TOOLS AND MATERIALS

Towels
Shampoo cape
Waving solution
Neutralizers
Clips
Water bottle
Cream and cotton strips
Permanent wave manufacturer's directions

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Lectures in Hair Structure and Chemistry for Cosmetology Teachers, p. 79. Milady.

Professional Cosmetology Practice, pp. 695B-700B. Mid-America.

Standard Textbook of Cosmetology. Kibbe.

DUTY AREA

6. APPLYING PERMANENT WAVES

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

6.5 Identifying after-care procedures

COURSE

Cosmetology I, II

6.5

PERFORMANCE OBJECTIVE

P6.5 Given access to a client with permanent wave completed through neutralization, analyze permanent wave outcome, identify various hair styles which can be created, and explain how to manage and maintain newly permed hair. Performance must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E6.5.1 Demonstrate how to recognize under- or overprocessed hair or chemical burns and how to treat each condition.

E6.5.2 Demonstrate proper way to unwind hair from rods and rinse, following manufacturer's directions.

E6.5.3 Explain how various hair styles can be created in newly permed hair.

E6.5.4 Explain how to manage and maintain newly permed hair.

E6.5.5 Demonstrate proper cleaning and sanitizing methods related to brushes, combs, rods, and work station.

E6.5.6 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C6.5 Analyze outcome of permanent wave, identify hair styles resulting from permanent wave, and explain how to manage and maintain newly permed hair, to be rated acceptable according to instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate and have students unwind hair from rods and rinse. Explain the importance of following manufacturer's directions (E6.5.2).
2. Discuss and show pictures or examples of hair in which permanent wave has not taken or became overcurly and discuss ways to treat each (E6.5.1).
3. Display illustrations of various hair styles which can be created from selected types of permanents and explore techniques for creating these (E6.5.3).
4. Discuss after-care of permanent-waved hair (E6.5.4).
5. Supervise student cleanup and sanitizing of implements and work station (E6.5.5).
6. Supervise or check student entries on customer record card (E6.5.6).

SELECTED TOOLS AND MATERIALS

Customer record card
Permanent wave manufacturer's directions
Illustrations of various hair styles created from newly permed hair
Instructor-prepared checklist for after-care procedures
Cleaning and sanitizing agents

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 649B-716B. Mid-America.

Standard Textbook of Cosmetology, pp. 149-180. Kibbe.

DUTY AREA

7. APPLYING CHEMICAL RELAXERS

TASKS/COMPETENCIES

7.1 Identify and select chemicals used in chemical relaxing

7.2 Apply a virgin chemical relaxer

7.3 Give a chemical relaxer retouch

Application

DUTY AREA

7. APPLYING CHEMICAL RELAXERS

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

7.1 Identify and select chemicals used in chemical relaxing

COURSE

Cosmetology I, II

7.1

PERFORMANCE OBJECTIVE

P7.1 Given access to models with overcurly hair and assortment of chemical relaxer products, analyze hair characteristics and an assortment of chemicals for relaxing process with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E7.1.1 Identify basic types of chemical relaxers and explain how they work.

E7.1.2 Demonstrate hair analysis for texture, density, elasticity, and porosity.

E7.1.3 Demonstrate scalp examination.

E7.1.4 Identify strengths of chemical relaxers and match with hair characteristics.

E7.1.5 Explain the chemical action of the neutralizer in the chemical relaxing process.

CRITERION-REFERENCED MEASURE

C7.1 Analyze hair and select proper chemicals for relaxing process with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review hair analysis (P6.1) and scalp disorders and diseases (P3.1), emphasizing the importance of both in the chemical relaxer process (E7.1.2, E7.1.3).
2. Display chemical relaxer products and discuss the differences between caustic and thio types of relaxers. Explain the chemical actions of each type (E7.1.1).
3. Discuss the chemical action of neutralizers and why they are used in the chemical relaxing process (E7.1.3).
4. Discuss strengths of relaxers and which strength is used for various types of hair (E7.1.4).
5. Demonstrate and supervise student selection of chemical relaxers based on hair analysis (E7.1.1-E7.1.5).

SELECTED TOOLS AND MATERIALS

Chemical relaxer products

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 221-224. Kibbe.

Application

DUTY AREA

7. APPLYING CHEMICAL RELAXERS

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

7.2 Apply a virgin chemical relaxer

COURSE

Cosmetology I, II

7.2

PERFORMANCE OBJECTIVE

P7.2 Given access to patron and necessary implements and products, apply a virgin chemical relaxer according to product manufacturer's instructions. Hair must be left with desired straightness and in good condition.

SELECTED ENABLING OBJECTIVES

E7.2.1 Demonstrate and analyze strand test.

E7.2.2 Identify applicable safety and sanitation rules and protective cautions.

E7.2.3 Explain the need for a protective base for chemical relaxers.

E7.2.4 Explain the need for conditioner-filler.

E7.2.5 Fill out customer record card.

E7.2.6 Explain the importance of patron release forms in chemical services.

CRITERION-REFERENCED MEASURE

C7.2 Apply chemical relaxer to virgin hair, resulting in desired straightness and leaving hair in good condition. Procedure must be performed according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss, demonstrate, and supervise student performance and analysis of strand test prior to chemical relaxing (E7.2.1).
2. Discuss safety and sanitation rules, emphasizing the importance of eye and skin protection for both client and cosmetologist and the necessity of following manufacturer's directions (E7.2.2, E7.2.5).
3. Discuss and demonstrate the application of protective base; supervise student practice (E7.2.3).
4. Explain the purpose of conditioner-fillers and when they are used; demonstrate and have students practice their application (E7.2.4).
5. Demonstrate procedures for giving virgin chemical relaxer and supervise student practice (E7.2.1-E7.2.4).
6. Discuss the importance of release forms and customer record cards for patrons desiring chemical relaxer application (E7.2.5, E7.2.6).

SELECTED TOOLS AND MATERIALS

Cape
Towels
Protective gloves
Combs (rattail and rake)
Timer
Chemical relaxing kit
Protective cream
Neutralizing shampoo
Conditioner-filler
Setting lotion and creme rinse
Customer release form
Customer record card
Slide projector

SELECTED AUDIOVISUAL MATERIALS

Slides: Chemical Relaxer (Chemical Relaxation of Curly Hair (#13130. Milady.

SELECTED REFERENCES

The Professional Cosmetologist. Dalton.

Professional Cosmetology Practices, pp. 718B-761B. Mid-America.

Standard Textbook of Cosmetology, pp. 225-230. Kibbe.

DUTY AREA

7. APPLYING CHEMICAL RELAXERS

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

7.3 Give a chemical relaxer retouch

COURSE

Cosmetology I, II

7.3

PERFORMANCE OBJECTIVE

P7.3 Given access to patron and necessary implements and supplies, apply chemical relaxer to new growth of hair according to product manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E7.3.1 Demonstrate hair and scalp analysis.

E7.3.2 Demonstrate procedure for determining previous chemical relaxer applications.

E7.3.3 Explain how overlapping is avoided when applying chemical relaxer to new hair growth.

CRITERION-REFERENCED MEASURE

C7.3 Give a chemical relaxer retouch according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate hair examination to determine new growth (E7.2.1).
2. Explain the importance of protecting previously relaxed hair from breakage and demonstrate how to avoid overlapping applications (E7.2.3).
3. Emphasize importance of consulting any previous customer records of chemical services (E7.2.2).
4. Demonstrate and supervise student practice of chemical relaxer retouch (E7.2.1-E7.2.3).

SELECTED TOOLS AND MATERIALS

Cape
Towels
Rubber gloves
Combs (rattail and rake)
Timer
Chemical relaxing kit
Protective cream
Neutralizing shampoo
Conditioner-filler
Setting lotion and creme rinse
Customer release form
Customer record card

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist. Dalton.

Professional Cosmetology Practices, pp. 737B-773B. Mid-America.

Standard Textbook of Cosmetology, p. 230. Kibbe.

DUTY AREA

8. COLORING HAIR

TASKS/COMPETENCIES

8.1 Compare effects of the basic categories of hair coloring products

8.2 Explain hair structure and chemical composition as it relates to hair coloring

8.3 Give a predisposition test

8.4 Fill out customer record card

8.5 Apply a virgin tint

8.6 Apply a virgin bleach

8.7 Apply a tint retouch

8.8 Apply a bleach retouch

8.9 Apply a single application color

8.10 Apply a double application color

8.11 Apply a tint-back to natural color

8.12 Apply fillers

8.13 Use various high fashion techniques

8.14 Presoften hair

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.1 Compare effects of the basic categories of hair coloring products

COURSE

Cosmetology I, II

8.1

PERFORMANCE OBJECTIVE

P8.1 Given a variety of hair color products and virgin human hair swatches, demonstrate the effects of the products by applying temporary, semipermanent, and permanent color to swatches according to product manufacturer's directions. Desired color effects must be obtained.

SELECTED ENABLING OBJECTIVES

E8.1.1 Define terms associated with hair coloring.

E8.1.2 Identify and define the three categories of hair coloring products.

E8.1.3 Compare characteristics, functions, and effects of temporary, semipermanent, and permanent hair color products.

E8.1.4 Describe advantages and disadvantages of temporary, semipermanent, and permanent hair color products.

E8.1.5 Identify chemicals in various hair color products.

E8.1.6 Identify safety and sanitation rules for hair color applications.

CRITERION-REFERENCED MEASURE

C8.1 Apply temporary, semipermanent, and permanent hair color products to virgin human hair swatches according to product manufacturer's directions. Desired color effects must be obtained.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute information sheets from Mid-America on hair coloring and discuss the terms and key concepts (E8.1.1).
2. Display various hair color products, and discuss the characteristics, functions, effects, advantages, and disadvantages of each (E8.1.2-E8.1.4).
3. Have students extract information on chemicals contained in hair color products by reading the label; introduce concept of this chemical action on the hair (covered in P8.2) (E8.1.5).
4. Discuss safety and sanitation rules for hair coloring (E8.1.6).
5. Supervise student application of hair color products to hair swatches (E3.1.1-E8.1.6).

SELECTED TOOLS AND MATERIALS

Human hair swatches
Hair color products
Color charts from various manufacturers
Projector
Information sheets (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Basic Hair Coloring Technique; Temporary Hair Coloring; Semipermanent Hair Coloring; Permanent Hair Coloring. Clairol, Inc.

Flipchart: Basic Hair Coloring. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encylclopedia of Hair Color. Clairol, Inc.

The Professional Cosmetologist. Dalton.

Professional Cosmetology Practices, pp. 767B-780B. Mid-America.

Standard Textbook of Cosmetology. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.2 Explain hair structure and chemical composition as it relates to hair coloring

COURSE

Cosmetology I, II

8.2

PERFORMANCE OBJECTIVE

P8.2 Given a written test on the structure and chemical composition of hair, explain the chemical action of various hair coloring processes on the hair with 80% accuracy.

SELECTED ENABLING OBJECTIVES

E8.2.1 Identify the layers of the hair associated with hair color.

E8.2.2 Explain the chemical compostion of hair as it relates to hair color.

E8.2.3 Explain the basic categories of hair color products.

E8.2.4 Explain how the texture and porosity of the hair affects hair coloring.

E8.2.5 Explain the chemical action of metallic dyes, compound dyes, color strippers, and hair lighteners.

E8.2.6 Identify hair color pigments and the shades they produce.

CRITERION-REFERENCED MEASURE

C8.2 Explain the effects of hair coloring processes on the structure and chemical composition of hair by completing a written test with 80% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show illustrations of the hair structure and layers of the hair and discuss the effect of hair coloring process on the layers (E8.2.1).
2. Explain the chemical composition of hair (E8.2.2).
3. Review temporary, semipermanent, and permanent hair color products and their characteristics (E8.2.3).
4. Discuss the pigments in the hair and what happens to them chemically during hair lightening (E8.2.6).
5. Discuss texture and porosity of the hair and how these characteristics affect the hair coloring process (E8.2.4).
6. Illustrate and discuss the chemical actions of tints, metallic dyes, compound dyes, color strippers, and hair lighteners (E8.2.1-E8.2.6).

SELECTED TOOLS AND MATERIALS

Illustrations of chemical action of hair color products on hair (Standard Textbook of Cosmetology)
Information sheets (Mid-America)
Instructor-prepared written test
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Structure of the Hair (TM1). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 667B, 767B-780B. Mid-America.

Standard Textbook of Cosmetology, pp. 445-448. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.3 Give a predisposition test

COURSE

Cosmetology I, II

8.3

PERFORMANCE OBJECTIVE

P8.3 Given access to patron desiring hair color application and necessary implements and supplies, give a predisposition test according to product manufacturer's instructions and analyze positive or negative reaction with 100% accuracy.

SELECTED ENABLING OBJECTIVES

E8.3.1 Explain reasons for predisposition test and when it is given.

E8.3.2 Explain how to determine patron's history of chemical services.

E8.3.3 Explain what is meant by positive reaction or negative reaction to predisposition test.

E8.3.4 Select products (hair color and developer, if any) for predisposition test.

E8.3.5 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C8.3 Give predisposition test according to product manufacturer's directions and analyze positive or negative reaction with 100% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss importance of predisposition test, when it is given, and reasons for its use (E8.3.1).
2. Discuss the importance and methods of determining prior chemical services performed on patron (E8.3.2).
3. Illustrate and explain reactions to predisposition test and make sure students understand the terms positive and negative reaction (E8.3.3).
4. Explain the importance of performing predisposition test with the same product that will be used in the hair color application (E8.3.4).
5. Demonstrate procedure for predisposition test, emphasizing importance of following product manufacturer's directions, and supervise student practice (E8.3.1, E8.3.5).

SELECTED TOOLS AND MATERIALS

Tint and developer
Cotton
Soap and water
Cotton swab
Color record card
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrips: Basic Coloring Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encyclopedia of Hair Color. Clairol, Inc.

Curriculum for Cosmetology. Keystone Publications.

The Professional Cosmetologist. Dalton,

Standard Textbook of Cosmetology, pp. 184-185. Kibbe.

— Application —

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.4 Fill out customer record card

COURSE

Cosmetology I, II

8.4

PERFORMANCE OBJECTIVE

P8.4 Given simulated client information and record cards, fill out record cards with 100% accuracy. All entries must be complete and legible.

SELECTED ENABLING OBJECTIVES

E8.4.1 List purposes of a record card.

E8.4.2 Explain when customer record card is filled out.

E8.4.3 Describe categories of information on record card.

CRITERION-REFERENCED MEASURE

C8.4 Fill out customer record card with 100% accuracy. All entries must be complete and legible.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display customer record cards. Discuss reasons for and functions of the card (E8.4.1).
2. Explain the types of information on customer record cards and when they are filled out (E8.4.2, E8.4.3).
3. Demonstrate and supervise student entries on customer record card (E8.4.1, E8.4.3).

SELECTED TOOLS AND MATERIALS

Customer record card
Instructor-prepared simulated customer information
Information sheets (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 778B-779B. Mid-America.

Standard Textbook of Cosmetology, pp. 187-188. Kibbe.

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.5 Apply a virgin tint

COURSE

Cosmetology I, II

8.5

PERFORMANCE OBJECTIVE

P8.5 Given access to a client with nontinted hair and access to supplies and equipment, select desired shade of tint and necessary supplies and apply a virgin tint according to the product manufacturer's directions. Correct supplies must be selected and desired shade obtained.

SELECTED ENABLING OBJECTIVES

E8.5.1 Identify the categories of hair color products.

E8.5.2 Explain hair structure and chemical composition as they relate to hair color.

E8.5.3 Demonstrate or give predisposition test.

E8.5.4 Fill out customer color card.

E8.5.5 Identify factors for proper color selection.

E8.5.6 Identify supplies and equipment used in hair coloring.

E8.5.7 Identify and follow applicable safety precautions.

E8.5.8 Identify and follow sanitation procedures.

E8.5.9 Explain color after-care procedures.

CRITERION-REFERENCED MEASURE

C8.5 Select correct supplies and apply a virgin tint according to product manufacturer's directions to obtain preselected shade.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the categories of hair color products and structure of hair, referring students to information sheets, pp. 767B-772B of Mid-America materials (E8.5.1, E8.5.2).
2. Supervise student demonstration of predisposition test and filling out of customer color record (E8.5.3, E8.5.4).
3. Demonstrate analysis of customer's natural hair color and skin tones (E8.5.5).
4. Demonstrate use of color wheel as it relates to tint selection and mixing (E8.5.5).
5. Discuss the factors which coordinate the oxidation of the tint mixture with the chemical composition of hair to obtain the desired shade (E8.5.2).
6. Display and explain the supplies and equipment used in tinting (E8.5.6).
7. Explore techniques the students will use to apply proper safety and sanitation measures during the hair color process (E8.5.7, E8.5.8).
8. Demonstrate virgin tint application and after-care procedures (E8.5.9).
9. Supervise student selection and application of virgin tint to client's hair (E8.5.1-E8.5.9).

SELECTED TOOLS AND MATERIALS

Applicator bottle
Sectioning clips
Comb
Shampoo cape
Hair color
Information sheets (Mid-America)
Projector
Customer record card

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Basic Coloring Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encyclopedia of Haircolor. Clairol, Inc.

Professional Cosmetology Practices, pp. 767-772B. Mid-America.

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.6 Apply a virgin bleach

COURSE

Cosmetology I, II

8.6

PERFORMANCE OBJECTIVE

P8.6 Given access to patron and necessary implements and supplies, apply a virgin bleach according to product manufacturer's directions, lightening hair to desired shade. Hair must be left in good condition and color must be even.

SELECTED ENABLING OBJECTIVES

E8.6.1 Define terms associated with bleaching the hair.

E8.6.2 Demonstrate use of color record card.

E8.6.3 Explain hair structure and porosity in relation to bleaching.

E8.6.4 Identify and explain characteristics of various types of bleaching products.

E8.6.5 Identify the stages of hair lightening.

E8.6.6 Select proper implements and supplies for bleaching to a preselected shade.

E8.6.7 Identify applicable safety and sanitation rules.

E8.6.8 Give and analyze predisposition test.

E8.6.9 Demonstrate procedures for mixing bleaches.

CRITERION-REFERENCED MEASURE

C8.6 Apply a virgin bleach according to product manufacturer's directions, lightening hair to desired shade, leaving hair in good condition, and resulting in even color.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss and have students define terms associated with bleaching of hair (E8.6.1).
2. Review customer record card and importance of keeping these records properly (E8.6.2).
3. Review hair structure and porosity and discuss in terms of hair lightening by chemical means (E8.6.3).
4. Display types of bleaching products and chemicals. Discuss the characteristics and effects of each and how they act chemically on the hair to produce the stages of hair lightening (E8.6.4-E8.6.6).
5. Discuss safety and sanitation rules, emphasizing the importance of eye and skin protection for patron and cosmetologist (E8.6.7).
6. Review procedure for predisposition test and supervise student performance (E8.6.8).
7. Discuss and demonstrate how to mix bleaches (E8.6.9).
8. Demonstrate and supervise student practice of each step in the bleaching process (E8.6.1-E8.6.9).

SELECTED TOOLS AND MATERIALS

Plastic applicator bottle or applicator brush and glass bowl
Comb
Clips
Tint cape
Towels
Bleach
Developer
Protective skin cream
Protective gloves
Customer record card
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Basic Lightening Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encyclopedia of Haircolor. Clairol, Inc.

The Professional Cosmetologist. Dalton.

Standard Textbook of Cosmetology, pp. 199-220. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.7 Apply a tint retouch

COURSE

Cosmetology I, II

8.7

PERFORMANCE OBJECTIVE

P8.7 Given access to patron with previously tinted hair and necessary implements and supplies, select desired shade of tint and apply tint retouch to new growth of hair according to product manufacturer's directions. Completed application should result in even color blend and desired shade.

SELECTED ENABLING OBJECTIVES

E8.7.1 Perform and analyze predisposition test.

E8.7.2 Explain reasons for consulting customer record card.

E8.7.3 Identify factors for correct color selection.

E8.7.4 Identify applicable safety and sanitation rules.

E8.7.5 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C8.7 Apply a tint retouch to new growth of hair, resulting in even color blend and desired shade. Procedure must be performed according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Supervise student performance of predisposition test and explain why test must be performed prior to retouching (E8.7.1).

2. Review customer record card and have students explain why it should be consulted prior to retouching (E8.7.2).

3. Demonstrate how to match tint shade for retouching (E8.7.3).

4. Review applicable safety and sanitation rules (E8.7.4).

5. Demonstrate tint retouch procedure and supervise student practice (E8.7.1-E8.7.5).

SELECTED TOOLS AND MATERIALS

Cape
Clips
Comb
Applicator bottle
Hair color
Cotton
Timer
Customer record card
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Basic Coloring Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encyclopedia of Hair coloring, pp. 55-79. Clairol, Inc.

Professional Cosmetology Practices, pp. 771B-780B. Mid-America.

So-Color Educational Guide, pp. 21-41. Matrix Essentials.

—— Application ——

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

8.8 Apply a bleach retouch

COURSE

Cosmetology I, II

8.8

PERFORMANCE OBJECTIVE

P8.8 Given access to patron with previously lightened hair and necessary implements and supplies, select correct product and apply a bleach retouch to new growth of hair according to product manufacturer's directions. Desired stage of lightening must be achieved [illegible] retouch should not overlap previously lightened hair.

SELECTED ENABLING OBJECTIVES

E8.8.1 Perform and analyze predisposition test.

E8.8.2 Explain reasons for consulting customer record card.

E8.8.3 Identify factors for correct bleach selection.

E8.8.4 Identify applicable safety and sanitation rules.

E8.8.5 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C8.8 Give a bleach retouch to new growth of hair, resulting in desired shade and no overlapping of retouch bleach with previously lightened hair. Procedure must be performed according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Supervise student performance of predisposition test; explain why test must be given prior to a bleach retouch (E8.8.1).
2. Have students consult customer color records and report on types of entries recorded that pertain to bleaching (E8.8.2).
3. Review stages of hair lightening and demonstrate how to match or mix bleaches for retouch (E8.8.3).
4. Review applicable safety and sanitation rules (E8.8.4).
5. Demonstrate bleach retouch procedure and supervise students practice (E8.8.1-E8.8.5).

SELECTED TOOLS AND MATERIALS

Applicators
Protective cream and gloves
Towels
Clips
Comb
Customer record card
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Basic Coloring Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Encyclopedia of Hair color. Clairol, Inc.

Standard Textbook of Cosmetology, pp. 204-205. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.9 Apply a single application color

COURSE

Cosmetology I, II

8.9

PERFORMANCE OBJECTIVE

P8.9 Given access to patron and necessary implements and supplies, demonstrate procedure for single application color according to product manufacturer's directions, resulting in desired shade.

SELECTED ENABLING OBJECTIVES

E8.9.1 Define and state the characteristics of single application color.

E8.9.2 Give and analyze predisposition test.

E8.9.3 Identify factors for proper color application.

E8.9.4 Identify implements and supplies needed for single application color.

E8.9.5 Identify applicable safety and sanitation rules.

E8.9.6 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C8.9 Demonstrate procedure for single application color according to product manufacturer's directions, resulting in desired shade.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss single application color and the characteristics of these products (E8.9.1).
2. Supervise student performance and analysis of predisposition test (E8.9.2).
3. Discuss and illustrate basic rules for color selection (E8.9.3).
4. Display various single application color products and discuss similarities and differences (E8.9.4).
5. Review applicable safety and sanitation rules (E8.9.5).
6. Explain and demonstrate procedure for single application color; supervise student practice (E8.9.1-E8.9.6).

SELECTED TOOLS AND MATERIALS

Applicator bottle
Towels
Cape
Gloves
Comb
Timer
Cotton
Hair color
Hydrogen peroxide
Color charts
Customer record card
TV set, video cassette player

SELECTED AUDIOVISUAL MATERIALS

Video cassette: Single Process Tint Application (#17132VC). Milady.

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 193-195. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.10 Apply a double application color

COURSE

Cosmetology I, II

8.10

PERFORMANCE OBJECTIVE

P8.10 Given access to patron and necessary implements and supplies, select correct products and demonstrate a double application color according to product manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E8.10.1 Define double application color and identify various products used in this procedure.

E8.10.2 Identify and select proper implements and supplies.

E8.10.3 Identify color rules to observe during double application, including the timing process for prelightened hair.

E8.10.4 Identify applicable safety and sanitation rules.

E8.10.5 Identify information on prior chemical service which should be obtained before proceeding with double application color.

E8.10.6 Explain after-care of hair receiving double application color.

CRITERION-REFERENCED MEASURE

C8.10 Select correct products and demonstrate a double application color according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain procedures which use double application color products, including prelightening and toning (E8.10.1, E8.10.3).
2. Display assortment of implements and supplies and have students select those used in various double applications (E8.10.2).
3. Discuss the toning process and demonstrate techniques for selecting the proper toner based on skin tone analysis (E8.10.3).
4. Discuss applicable safety and sanitation rules (E8.10.4).
5. Review customer record card information and reasons for consulting and maintaining records (E8.10.5).
6. Discuss after-care procedures and supervise student explanations to patrons (E8.10.6).
7. Explain, demonstrate, and supervise student performance of double application color service (E8.10.1-E8.10.6).

SELECTED TOOLS AND MATERIALS

Cape
Towels
Clips
Comb
Gloves
Timer
Customer record card
Double application product
Hydrogen peroxide (20-volume)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Clairol Professional Encyclopedia of Hair color, pp. 87-101. Clairol, Inc.

Application

DUTY AREA

8. COLORING HAIR

TASK/COMPETENCY

8.11 Apply a tint-back to natural color

PROGRAM

COSMETOLOGY

COURSE

Cosmetology II

8.11

PERFORMANCE OBJECTIVE

P8.11 Given access to client with previously tinted hair, assorted tinting products, and necessary implements and supplies, select correct product and apply according to manufacturer's directions so hair is returned to its natural color.

SELECTED ENABLING OBJECTIVES

E8.11.1 Demonstrate examination of hair to determine both present and natural colors.

E8.11.2 Explain methods of tint application.

E8.11.3 Identify proper implements and supplies for tint-back to natural color.

E8.11.4 Identify applicable safety and sanitation rules.

E8.11.5 Demonstrate procedure for strand test and color checks.

E8.11.6 Fill out customer card.

CRITERION-REFERENCED MEASURE

C8.11 Select correct product and demonstrate a tint-back to natural color according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain and demonstrate methods of determining client's natural hair color, including hair examination and use of color level charts (E8.11.1).
2. Review guidelines for tint application, and discuss differences in procedure for tint-back to lighter or darker shade (E8.11.1-E8.11.2).
3. Supervise student selection of implements, supplies, and products (E8.11.3).
4. Review applicable safety and sanitation rules (E8.11.4).
5. Explain the importance of the strand test and frequent color checks during tint-back procedure, and demonstrate how this is done (E8.11.5).
6. Demonstrate and supervise student performance of tint-back to natural color, including predisposition test, color record card consultation and entries, and explanation of after-care (E8.11.1-E8.11.6).

SELECTED TOOLS AND MATERIALS

Applicator bottle
Clips
Comb
Cape
Towel
Timer
Protective gloves
Hair color products
Customer record card
Slide projector
Tape recorder

SELECTED AUDIOVISUAL MATERIALS

Charts: Color Level Finder. Redken.

Slide/Tape: Tint-Back to Natural Color. Clairol, Inc.

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 195-197. Kibbe.

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.12 Apply fillers

COURSE

Cosmetology I, II

8.12

PERFORMANCE OBJECTIVE

P8.12 Given access to client and necessary implements and supplies, determine type of filler needed and apply to areas of hair required. Hair examination must be performed and type of filler selected according to previously provided guidelines, and filler must be applied according to product manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E8.12.1 Define, describe, and state the use of conditioner fillers and color fillers.

E8.12.2 Explain the chemical action of fillers on the hair.

E8.12.3 Demonstrate how to determine porosity of hair.

E8.12.4 Identify factors related to selection of color fillers.

E8.12.5 Describe the advantages of color fillers.

E8.12.6 Explain methods of color filler application.

E8.12.7 Identify applicable safety and sanitation rules.

E8.12.8 Fill out customer record card.

CRITERION-REFERENCED MEASURE

C8.12 Select proper type of filler according to previously provided guidelines and apply to areas of hair requiring filler, according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss types of fillers and explain their use on abused, tinted, lightened, or damaged hair or on hair that has unequal porosity (E8.12.1).
2. Explain the chemical components of fillers and their action on the hair (E8.12.2).
3. Review hair texture and porosity in relation to hair coloring (E8.12.3).
4. Discuss purpose of color fillers and how to select the correct shade (E8.12.4).
5. Explain the advantages of color fillers, referring students to page 213 of Standard Textbook of Cosmetology (E8.12.5).
6. Display and discuss types of color filler products (liquid and cream) and methods of application (E8.12.6).
7. Review applicable safety and sanitation rules (E8.12.7).
8. Demonstrate application of filler, including those added directly to the hair and those added to the tint. Stress importance of following manufacturer's directions and supervise student practice (E8.12.1-E8.12.8).

SELECTED TOOLS AND MATERIALS

Timer
Towels
Cape
Protective gloves
Color fillers
Conditioner fillers
Applicator
Combs
Customer record card

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Clairol Professional Encyclopedia of Haircolor. Clairol, Inc.

Professional Cosmetology Practices, pp. 775B-776B. Mid-America.

Standard Textbook of Cosmetology, pp. 212-213, 449. Kibbe.

Application

DUTY AREA

8. COLORING HAIR

TASK/COMPETENCY

8.13 Use various high fashion techniques

PROGRAM

COSMETOLOGY

COURSE

Cosmetology II

8.13

PERFORMANCE OBJECTIVE

P8.13 Given access to patron and assortment of implements and supplies, choose correct products and apply for selected high fashion color effect. Procedure must produce desired effect and be performed according to product manufacturer's directions.

SELECTED ENABLING OBJECTIVES

E8.13.1 Identify and define various high fashion color techniques, including frosting, tipping, and streaking.

E8.13.2 Identify and select products, implements, and supplies.

E8.13.3 Identify applicable safety and sanitation rules.

E8.13.4 Demonstrate procedure for tinting eyebrows and lashes.

E8.13.5 Explain after-care procedures for high fashion color service.

CRITERION-REFERENCED MEASURE

C8.13 Choose correct product for selected high fashion color effect and apply according to manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display illustrations of various high fashion color effects and have students identify and define each (E8.13.1).
2. Supervise student selection of implements, supplies, and products for high fashion color service (E8.13.2).
3. Discuss or demonstrate how high fashion effects are achieved. Have students read manufacturers' instructions as they observe demonstrations (E8.13.1).
4. Present applicable safety and sanitation rules (E8.13.3).
5. Discuss and supervise student explanation of after-care procedures (E8.13.5).
6. Supervise student practice of high fashion color service, including predisposition test, strand test, and entries on customer record card (E8.13.1-E8.13.5).

SELECTED TOOLS AND MATERIALS

Cape and neck strip
Towels
Comb
Clips
Applicator bottle or bowl and color brush
Hair color or bleach and toner
Lash and brow tints
Foil
Perforated cap
Timer
Protective gloves
Customer record card
Projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Basic Coloring Techniques. Clairol, Inc.

SELECTED REFERENCES

Clairol Professional Encyclopedia of Hair color. Clairol, Inc.

So-Color Educational Guide. Matrix Essentials, Inc.

Standard Textbook of Cosmetology, pp. 210-212, 216-217. Kibbe.

DUTY AREA

8. COLORING HAIR

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

8.14 Presoften hair

COURSE

Cosmetology I, II

8.14

PERFORMANCE OBJECTIVE

P8.14 Given access to a patron with hair resistant to tint and necessary implements and supplies, select correct product and presoften hair so it will readily accept tint. Procedure must be timed accurately and performed according to instructor-provided guidelines or demonstration.

SELECTED ENABLING OBJECTIVES

E8.14.1 Explain why some hair is resistant to tint.

E8.14.1 Demonstrate how to determine porosity of the hair.

E8.14.3 Explain how presoftening prepares the hair to accept tint.

E8.14.4 Explain the difference between prelightening and presoftening.

E8.14.5 Identify applicable safety and sanitation procedures.

E8.14.6 Identify implements and supplies for presoftening.

E8.14.7 Explain the importance of accurate timing during presoftening.

CRITERION-REFERENCED MEASURE

C8.14 Apply correctly selected presoftening agent to hair so it will readily absorb tint. Procedure must be accurately timed and performed according to instructor-provided guidelines or demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review porosity and how to identify hair that is resistant to tint (E8.14.1).
2. Compare the purposes of prelightening and presoftening (E8.14.4).
3. Discuss applicable safety and sanitation rules, and emphasize the importance of timing of procedure and proper strength of solution (E8.14.3,E8.14.5-E8.14.7).
4. Discuss the chemical components of hydrogen peroxide and explain how it works on the hair (E8.14.3).
5. Demonstrate presoftening procedure, including selection of supplies and proper entry on customer record card, and supervise student demonstration (E8.14.1-E8.14.7).

SELECTED TOOLS AND MATERIALS

Cape and neck strip
Applicator brush
Glass dish
Protective gloves
Clips
Towels
Timer
Customer record card
Comb
Hydrogen peroxide (20-volume)
Instructor-provided guidelines

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Clairol Professional Encyclopedia of Hair color. Clairol, Inc.

Standard Textbook of Cosmetology, pp. 198, 202. Kibbe.

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

TASKS/COMPETENCIES

9.1 Identify types of wigs and hairpieces

9.2 Identify materials and explain construction of hairgoods

9.3 Shape and thin wigs and hairpieces

9.4 Style various types of hairgoods

9.5 Clean and condition hairgoods

9.6 Explain coloring of wigs and hairpieces

9.7 Measure the head for a wig

DUTY AREA

9. STYLING AND FITTING WIGS
AND HAIRPIECES

TASK/COMPETENCY

9.1 Identify types of wigs and
hairpieces

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I

9.1

PERFORMANCE OBJECTIVE

P9.1 Given a written test which includes names and pictures of light types of wigs and hairpieces, match each picture with the correct name with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E9.1.1 Identify the following and explain their placement and uses:

a. wig
b. toupee
c. postiche
d. wiglet
e. cascade
f. chignon
g. fall
h. bandeau
i. switch
j. demi-fall
k. demi-wig
l. braid

E9.1.2 Explain advantages and disadvantages of hairgoods.

CRITERION-REFERENCED MEASURE

C9.1 Match with 90% accuracy the names and pictures of eight wigs and hairpieces on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display and explain various types of wigs and hairpieces (E9.1.1).
2. Discuss placement and uses of wigs and hairpieces (E9.1.1).
3. Discuss advantages and disadvantages of hairgoods (E9.1.2).

SELECTED TOOLS AND MATERIALS

Various hairgoods
Instructor-prepared test
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Types of Hairpieces (TM1). Mid-America.

SELECTED REFERENCES

The Professional Cosmetologist, pp. 353-360. Dalton.

Professional Cosmetology Practices, pp. 611B-647B. Mid-America.

Standard Textbook of Cosmetology, pp. 137-148. Kibbe.

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

TASK/COMPETENCY

9.2 Identify materials and explain construction of hairgoods

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I

9.2

PERFORMANCE OBJECTIVE

P9.2 Given a written test on hairgoods, identify materials and explain construction of wigs and hairpieces by completing the test with 80% accuracy.

SELECTED ENABLING OBJECTIVES

E9.2.1 Define terms related to wigs and hairpieces.

E9.2.2 Identify and describe materials used in hairgoods.

E9.2.3 Distinguish between and compare the advantages and disadvantages of human hair and synthetic fibers used in hairgoods.

E9.2.4 Explain how hairgoods are constructed.

E9.2.5 Explain the variations in quality found in wigs.

E9.2.6 Explain or demonstrate a match test.

CRITERION-REFERENCED MEASURE

C9.2 Complete with 80% accuracy a written test on hairgoods materials and construction.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students define terms and key concepts related to hairgoods (E9.2.1).
2. Display and identify various types of wigs and hairpieces and discuss the materials used in each (E9.2.2).
3. Discuss the merits and disadvantages of hairgoods made from animal, human, and synthetic hair and their combinations (E9.2.3).
4. Demonstrate a match test to show how to distinguish between human hair and synthetic fiber in wigs (E9.2.6).
5. Discuss construction methods (hand and machine) used in hairgoods manufacture, and display various caps for synthetic wigs and hairpieces (E9.2.4).
6. Explain the materials and construction factors which influence hairgoods quality (E9.2.5).
7. Allow students to brush, comb, and style various types of hairgoods as an aid to recognition of their materials, construction, and quality (E9.2.1-E9.2.6).

SELECTED TOOLS AND MATERIALS

Wigs
Hairpieces
Wigblocks
Mannequin holder
Matches
Scissors
Combs
Brushes
Clips

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 615B-619B. Mid-America.

Standard Textbook of Cosmetology, pp. 132-133. Kibbe.

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

TASK / COMPETENCY

9.3 Shape and thin wigs and hairpieces

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology 1

9.3

PERFORMANCE OBJECTIVE

P9.3 Given a human hair wig on a wig block and necessary implements and supplies, shape the wig for preselected style according to previously provided guidelines on hair shaping and thinning. Wig must be pinned securely, hair must be sectioned correctly, and proper implements must be used.

SELECTED ENABLING OBJECTIVES

E9.3.1 Explain basic hair-shaping techniques.

E9.3.2 Demonstrate sectioning for wig shaping.

E9.3.3 Explain reasons for and techniques used to thin wigs.

E9.3.4 Select proper implements for shaping of human hair and synthetic fiber wigs.

E9.3.5 Identify applicable safety and sanitation rules for wig shaping.

E9.3.6 Explain factors which influence choice of haircut and hairstyle.

E9.3.7 Define terms related to hairshaping and hairgoods.

CRITERION-REFERENCED MEASURE

C9.3 Shape a wig on a wig block for preselected style according to previously provided guidelines on shaping and thinning hair. Wig must be pinned securely, hair must be sectioned correctly, and proper implements must be used.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review terminology related to hair shaping (Duty Area 4) and wigs and hairpieces (E9.3.7).
2. Review factors which influence the choice of haircut and style studied previously in P4.3 and P5.1 (E9.3.6).
3. Display and explain use of implements and supplies used in wig shaping (E9.3.4).
4. Demonstrate and have students practice sectioning techniques (E9.3.2).
5. Discuss need for thinning wigs and demonstrate techniques (E9.3.3).
6. Discuss safety and sanitation rules for shaping and handling wigs and hairpieces.
7. Review hair shaping techniques (Duty Area 4) and have students practice shaping wigs for various styles (E9.3.1-E9.3.7).

SELECTED TOOLS AND MATERIALS

Wigs
Wig blocks
Wig pins
Combs
Scissors
Razor
Water bottle
Clips
Towels
Swivel clamp

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, p. 611B. Mid-America.

Standard Textbook of Cosmetology, pp. 131-148. Kibbe.

Application

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

TASK / COMPETENCY

9.4 Style hairpiece

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I

9.4

PERFORMANCE OBJECTIVE

P9.4 Given a hairpiece on a wig block and necessary implements and supplies, style the hairpiece into a cascade of curls according to previously provided guidelines or instructor demonstration. Curls must be smooth and cover the base of the hairpiece.

SELECTED ENABLING OBJECTIVES

E9.4.1 Identify various types of wigs and hairpieces.

E9.4.2 Explain rolling techniques for hairgoods.

E9.4.3 Demonstrate how to secure hairgoods to wig block.

E9.4.4 Explain applicable safety and sanitation rules.

E9.4.5 Demonstrate various styling methods for types of wigs and hairpieces.

CRITERION-REFERENCED MEASURE

C9.4 Style hairpiece on wig block into a cascade of curls according to previously provided guidelines or instructor demonstration. Curls must be smooth and cover the base of the hairpiece.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review the types of wigs and hairpieces and have students identify both types and materials and construction used (E9.3.1).
2. Demonstrate methods of securing hairgoods to wig block (E9.3.3).
3. Demonstrate and have students practice rolling of hairgoods (E9.4.2).
4. Demonstrate or display various setting patterns on wigs and hairpieces (E9.4.2).
5. Demonstrate and assist students in combing and styling hairgoods of different types and materials (E9.4.5).
6. Review safety and sanitation rules for hairgoods styling (E9.4.4).

SELECTED TOOLS AND MATERIALS

Wiglet
Wig block
Comb
Rollers
Clips
Wig pins
Towels
Brush
Hair pins
Swivel clamp
Dryer
Water bottle
Hair spray

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 611B-627B. Mid-America.

Standard Textbook of Cosmetology, pp. 140-141. Kibbe.

Application

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

9.5 Clean and condition hairgoods

COURSE

Cosmetology I

9.5

PERFORMANCE OBJECTIVE

P9.5 Given a wig and necessary equipment, implements, and supplies, clean and condition the wig, using products and method appropriate to wig material and construction. Performance must be rated acceptable according to instructor-prepared checklist for type of wig provided.

SELECTED ENABLING OBJECTIVES

E9.5.1 Identify chemicals used in cleaning and conditioning all types of hairgoods.

E9.5.2 Compare procedures for cleaning and conditioning human hair machine-wefted and hand-tied wigs.

E9.5.3 Explain cleaning and conditioning procedure for synthetic hairgoods.

E9.5.4 Demonstrate techniques for ensuring correct size of cleaned and conditioned hairgoods.

E9.5.5 Explain procedures for handling and drying different types of wet hairgoods.

E9.5.6 Explain why cleaning and conditioning of hairgoods are necessary.

CRITERION-REFERENCED MEASURE

C9.5 Clean and condition a wig, using products and method appropriate to wig material and construction. Performance must be rated acceptable according to instructor-prepared checklist for type of wig provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the reasons for cleaning and conditioning of hairgoods (E9.5.6).
2. Demonstrate how to cover the wig block and mark size of wig on block; have students practice procedure (E9.5.4).
3. Display and explain the use of wig cleaners and conditioners and assist students in proper selection (E9.5.1).
4. Demonstrate cleaning and conditioning of human hair wigs both on and off the block (E9.5.2).
5. Explain and demonstrate how cleaning and conditioning of synthetic wigs differs from the procedure used for human hair wigs (E9.5.2,E9.5.3).
6. Demonstrate proper handling of wet hairgoods (E9.5.2).
7. Explain and demonstrate drying of hairgoods (E9.5.5).
8. Assist students in cleaning and conditioning wigs and hairpieces (E9.5.1-E9.5.6).

SELECTED TOOLS AND MATERIALS

Wig
Wig block
Plastic bag
T-pins
Mannequin stand
Comb
Brush
Bowl
Rubber gloves
Liquid wig cleaner
Water
Cotton
Toothbrush
Hair dryer
Conditioner

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 611B-647B. Mid-America.

Standard Textbook of Cosmetology, pp. 136-138. Kibbe.

Application

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

9.6 Explain coloring of wigs and hairpieces

COURSE

Cosmetology 1

9.6

PERFORMANCE OBJECTIVE

P9.6 Given a written test which includes 20 questions related to hairgoods coloring, complete the test with 85% accuracy.

SELECTED ENABLING OBJECTIVES

E9.6.1 Explain the differences in temporary, semi-permanent, and permanent hair color products.

E9.6.2 Compare methods used for coloring various types of wigs with temporary rinses and semi-permanent tints.

E9.6.3 Identify equipment, implements, and supplies used in hairgoods coloring.

E9.6.4 Explain precautions necessary in wig coloring.

CRITERION-REFERENCED MEASURE

C9.6 Complete a 20-question test on wig coloring with 85% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review temporary, semi-permanent, and permanent hair color products and their uses, advantages, and disadvantages (E9.6.1).

2. Display and explain the use of products, equipment, implements, and supplies used in wig coloring (E9.6.3).

3. Explain the difference in application of color to human hair and synthetic wigs (E9.6.1-E9.6.4).

4. Demonstrate application of color to various types of hairgoods (E9.6.1-E9.6.2).

5. Explain why hairgoods should not be bleached or permanently colored and review other applicable safety rules (E9.6.4).

SELECTED TOOLS AND MATERIALS

Wig or hairpiece
Wig block
Plastic bag
T-pins
Color product
Color bottle
Comb
Brush
Bowl
Small brush
Water
Towels

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 142-143. Kibbe.

—— Application ——

DUTY AREA

9. STYLING AND FITTING WIGS AND HAIRPIECES

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

9.7 Measure the head for a wig

COURSE

Cosmetology I

9.7

PERFORMANCE OBJECTIVE

P9.7 Given access to live model and tape measure, measure model's head for a wig according to illustrated guidelines or instructor demonstration. All measurements must be accurate to within 1/16 inch.

SELECTED ENABLING OBJECTIVES

E9.7.1 Demonstrate preparation of patron's hair prior to measurement.

E9.7.2 Identify measurements necessary for wig fitting.

E9.7.3 Identify information that must be specified when ordering a wig.

E9.7.4 Identify sizes of wig blocks.

E9.7.5 Demonstrate how to block a wig.

E9.7.6 Explain how wigs may be adjusted to a larger or smaller size.

CRITERION-REFERENCED MEASURE

C9.7 Measure model's head for a wig according to illustrated guidelines or instructor's demonstration. All measurements must be accurate to within 1/16 inch.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Demonstrate how to brush and pin hair flat to the head prior to measuring for a wig (E9.7.1).
2. Explain and demonstrate the measurements for a wig, emphasizing that the tape should be held flat, without stretching (E9.7.2).
3. Display or have students look at catalogs to find different sizes of wig blocks, and explain the importance of proper size (E9.7.4).
4. Demonstrate and have students practice blocking wigs (E9.7.5).
5. Explain procedures for adjusting wig size by stretching or taking tucks (E9.7.6).
6. Have students practice measurements for a wig on a classmate (E9.7.1-E9.7.2).
7. Have students fill out sample order blanks for wigs (E9.7.3).

SELECTED TOOLS AND MATERIALS

Brush
Comb
Hairpins
Wig
Wig block
Swivel clamp
T-pins

Wig catalogs
Sample order blanks
Information sheet (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 620B-623B.

Standard Textbook of Cosmetology, pp. 133-136. Kibbe.

DUTY AREA

10. GIVING FACIALS/MASSAGE

TASKS/COMPETENCIES

10.1 Use massage techniques

10.2 Give basic types of facials

10.3 Describe anatomy and physiology of the head, face, and neck

10.4 Arch eyebrows

10.5 Remove superfluous hair

Application

DUTY AREA

10. GIVING FACIALS/MASSAGE

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

10.1 Use massage techniques

COURSE

Cosmetology I, II

10.1

PERFORMANCE OBJECTIVE

P10.1 Given access to patron and necessary supplies, demonstrate massage techniques on the head, face, and neck, using proper pressure and release movements in the correct sequence according to previously provided illustrated guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E10.1.1 Define terms and key concepts related to massage.

E10.1.2 Identify and define the types of massage manipulations and their characteristics, purposes, and conditions for use.

E10.1.3 Identify and explain reasons for applicable safety rules.

E10.1.4 Explain conditions which prevent massage.

E10.1.5 Describe the effects of massage of the head, face, and neck.

CRITERION-REFERENCED MEASURE

C10.1 Demonstrate massage techniques on the head, face, and neck, using proper pressure and release movements in the correct sequence according to previously provided illustrated guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss and have students define terms and key concepts related to massage (E10.1.1).
2. Distribute information sheets, pp. 117C-123C from Mid-America, or other guidelines, and discuss and demonstrate various massage manipulations on head, face, and neck (E10.1.2).
3. Have students explain the effects of massage on the vascular, muscular, and skeletal systems and skin structure of the head, face and neck (E10.1.5).
4. Explain applicable safety rules for massage and identify for students those health conditions which would prevent massage of patron's head, face, and neck (E10.1.3-E10.1.4).
5. Supervise students practice of massage techniques on a partner or a mannequin (E10.1.1-E10.1.5).

SELECTED TOOLS AND MATERIALS

Towels
Cape and neck strips
Tissues
Spatulas
Astringent
Cleansing cream
Cotton
Emollient cream

Information sheets
Instructor-provided illustrated guidelines on massage manipulation
Overhead projector
Slide projector
Tape player

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Types of Massage Manipulation, (TM1). Mid-America.
Slide/tape presentation: Massage Techniques for Relaxation and Facial Beauty (13224P). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 121C-125C. Mid-America.

Standard Textbook of Cosmetology, pp. 299-302. Kibbe.

Application

DUTY AREA

10. GIVING FACIALS/MASSAGE

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

10.2 Give basic types of facials

COURSE

Cosmetology I, II

10.2

PERFORMANCE OBJECTIVE

P10.2 Given access to models and necessary implements and supplies, demonstrate facials for dry, normal, and oily skin according to previously provided job sheets or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E10.2.1 List reasons for giving facials.

E10.2.2 Identify the basic types of facials.

E10.2.3 Identify and state the purpose of products used in basic facials.

E10.2.4 Explain procedures for various mask and pack applications.

E10.2.5 Identify and state the uses of equipment and implements used in facials.

E10.2.6 Identify skin conditions which may be treated by a cosmetologist.

E10.2.7 Identify applicable safety and sanitation rules.

E10.2.8 Identify cosmetics associated with facials and demonstrate various corrective makeup applications.

CRITERION-REFERENCED MEASURE

C10.2 Demonstrate basic facials (plain, for oily skin, and for dry skin). Performance must follow previously provided job sheets or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain reasons for giving facials for dry, normal, and oily skin (E10.2.1, E10.2.2).
2. Display and discuss products, equipment, and implements used in basic facials and have students classify them according to the type of facial (E10.2.3, E10.2.5).
3. Display cosmetics used after facials and introduce corrective makeup techniques (E10.2.8).
4. Explain or demonstrate special masks and pack treatments (E10.2.4).
5. Discuss skin conditions and list those that a cosmetologist is permitted to treat (E10.2.6).
6. Discuss applicable safety and sanitation rules, emphasizing the operating instructions for infra-red lamps (E10.2.7).
7. Demonstrate and have students practice basic types of facials, including cosmetic application (E10.2.1-E10.2.7).

SELECTED TOOLS AND MATERIALS

Infra-red, ultraviolet lamps
High freqency current, galvanic current
Comedone extractor
Cleasing creams
Emollient cream
Astringent lotion
Skin freshener
Antiseptic solution
Tissues
Cotton
Towels
Cape
Head covering
Overhead projector
Job sheets #2 and #4, Mid-America
Information sheets

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Implements and Equipment Used in Giving A Facial, (TM2.TM3). Mid-America.

Slide/tape presentation: Facial Treatments--An Aid to Skin Beauty (#13223P). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 141C-157C, 171C-174C, 179C-186C. Mid America.

Standard Textbook of Cosmetology, pp. 305-340. Kibbe.

—— Application ——

DUTY AREA

10. GIVING FACIALS/MASSAGE

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

10.3 Describe anatomy and physiology of the head, face, and neck

COURSE

Cosmetology I, II

10.3

PERFORMANCE OBJECTIVE

P10.3 Given a written test on anatomy and physiology, identify the bones, muscles, nerves, and circulatory system components of the head, face, and neck and describe the skin structure by completing the test with 70% accuracy.

SELECTED ENABLING OBJECTIVES

E10.3.1 Explain the purpose of the study of anatomy and physiology for cosmetologists.

E10.3.2 Explain the general effects of body systems on the services performed by the cosmetologist.

E10.3.3 Identify the muscle and nerve points of the head, face, and neck.

E10.3.4 Explain the effects of massage on the muscular, nervous, skeletal, and circulatory systems.

E10.3.5 Identify and state the purpose of skin and its component structures.

E10.3.6 Identify skin disorders or diseases, their symptoms, and their treatment.

CRITERION-REFERENCED MEASURE

C10.3 Identify the bones, muscles, nerves, and circulatory system components of the head, face, and neck and describe the skin structure with 70% accuracy on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain the importance of knowledge of anatomy and physiology as related to cosmetology services and general health of the body (E10.3.1-E10.3.2).
2. Use illustrations in Standard Textbook of Cosmetology to aid in identification of muscles, nerves, bones, and circulatory components (E10.3.1-E10.3.3).
3. Name the bones, muscles, nerves, and circulatory components affected by each cosmetology procedure during demonstrations as an ongoing aid to instruction (E10.3.1-E10.3.4).
4. Show illustrations of the epidermal and dermal layers of the skin and have students identify the components (nerves and glands) (E10.3.5).
5. Discuss skin disorders and diseases and identify those treated by cosmetologists (E10.3.6).
6. Point out the muscle and nerve points of the head, face, and neck and explain the effects of massage on them (E10.3.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Information sheets (Mid-America)
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Bones of the Face and Head (TM1); Muscles of the Face and Head (TM3). Mid-America.

Illustrations of body systems: Chapter 29, Standard Textbook of Cosmetology.

Illustrations of skin structure: Chapter 27, Standard Textbook of Cosmetology.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 5D-27D. Mid-America.

Standard Textbook of Cosmetology, pp. 361-371, 391-416. Kibbe.

Application

DUTY AREA

10. GIVING FACIALS/MASSAGE

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

10.4 Arch eyebrows

COURSE

Cosmetology I, II

10.4

PERFORMANCE OBJECTIVE

P10.4 Given access to patron and necessary implements and supplies, select correct eybrow arch according to facial shape and demonstrate procedure for achieving arch, using either wax or tweezers. Performance must follow previously provided job sheet or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E10.4.1 Identify facial shapes and the types of eyebrow arches appropriate for each shape.

E10.4.2 Identify implements and supplies needed for wax and tweezer techniques.

E10.4.3 Demonstrate predisposition test for waxing and analyze reaction.

E10.4.4 Identify applicable safety and sanitation rules.

CRITERION-REFERENCED MEASURE

C10.4 Select proper eyebrow arch based on facial shape of patron and use either waxing or tweezing method to obtain desired arch. Performance must follow previously provided job sheet or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review facial shapes (P5.1) and show illustrations of eyebrow arches that are appropriate or becoming for each shape (E10.4.1).

2. Display implements and supplies used in eyebrow shaping, and explain waxing procedure (E10.4.2).

3. Demonstrate predisposition test for waxing and supervise student performance and analysis of reaction (E10.4.3).

4. Discuss applicable safety and sanitation rules (E10.4.4).

5. Demonstrate various styles of eyebrow arches (E10.4.1).

6. Demonstrate and have students practice both methods of shaping eyebrow arch (E10.4.1-E10.4.4).

SELECTED TOOLS AND MATERIALS

Tweezers
Eyebrow brush
Eyebrow pencil
Witch hazel
Antiseptic
Cotton pledgets
Heater for wax or honey
Powder

Wax or honey
Orangewood stick
Emollient cream
Cleansing tissue
Instructor-prepared guideline [illegible]
[illegible] selection
[illegible] 86 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 187B-189B. Mid-America.

Standard Textbook of Cosmetology, pp. [illegible]-136. Kibbe.

Application

DUTY AREA

10. GIVING FACIALS/MASSAGE

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

10.5 Remove superflous hair

COURSE

Cosmetology I, II

10.5

PERFORMANCE OBJECTIVE

P10.5 Given access to client with superflous hair on facial area and equipment, implements, and supplies, wax hair from face according to previously provided guidelines or instructor demonstration. All hair must be removed, and all safety and sanitation rules must be followed.

SELECTED ENABLING OBJECTIVES

E10.5.1 Identify classifications of superflous hair removal.

E10.5.2 Explain techniques used in permanent hair removal.

E10.5.3 Explain techniques used in temporary hair removal.

E10.5.4 Define terms and key concepts related to hair removal.

E10.5.5 Identify equipment and supplies used in hair removal.

E10.5.6 Identify applicable safety and sanitation rules.

CRITERION-REFERENCED MEASURE

C10.5 Remove superfluous hair from client's face by waxing according to previously provided guidelines or instructor demonstration. All hair must be removed and all safety and sanitation rules followed.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students define terms and concepts related to superfluous hair removal (10.5.4).
2. Discuss types of superfluous hair removal (E10.5.1-E10.5.3).
3. Display implements, equipment, and supplies and demonstrate or explain use of each (E10.5.5).
4. Discuss safety and sanitation rules associated with superfluous hair removal (E10.5.6).
5. Demonstrate use of wax and chemical dipilatories (E10.5.3).
6. Invite an electrologist to speak to the class about permanent removal techniques (E10.5.2).
7. Explain after-care of skin in areas where hair is removed (E10.5.6).
8. Supervise or assist students practice in temporary removal of superfluous hair (E10.5.1-E10.5.6).

SELECTED TOOLS AND MATERIALS

Hot plate
Towel
Talcum powder
Shampoo cape
Neck strips
Orangewood stick or spatula
Clips
Cotton pledgets
Wax dipilatory
Skin lotion
Astringent
Chemical dipilatory
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Implements Used for Temporary Hair Removal (TM1). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 305C-329C. Mid-America.

DUTY AREA

11. APPLYING MAKEUP

TASKS/COMPETENCIES

11.1 Analyze facial shapes and profiles

11.2 Cleanse the face

11.3 Use facial contouring

11.4 Apply basic day makeup

11.5 Applying basic evening makeup

11.6 Apply corrective makeup

11.7 Apply false lashes

DUTY AREA

11. APPLYING MAKEUP

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

11.1 Analyze facial shapes and profiles

COURSE

Cosmetology I, II

11.1

PERFORMANCE OBJECTIVE

P11.1 Given access to five live models, identify with 85% accuracy the facial shape and profile of each according to previously provided guidelines.

SELECTED ENABLING OBJECTIVES

E11.1.1 Identify facial shapes and state characteristics of each.

E11.1.2 Identify facial profiles and state characteristics of each.

E11.1.3 Demonstrate how to measure features with a ruler.

E11.1.4 Explain relationship between facial shape and profile and application of makeup.

E11.1.5 Define terms and concepts associated with facial shapes and profiles.

CRITERION-REFERENCED MEASURE

C11.1 Identify with 85% accuracy the facial shape and profile of each of five live models. Analysis must be performed according to previously provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show transparencies of various facial shapes and profiles and discuss characteristics of each (E11.1.1, E11.1.2).
2. Discuss balanced and unbalanced features and demonstrate how to measure features, using a ruler (E11.1.3).
3. Discuss how facial shapes and profiles are related to the application of make-up (E11.1.4).
4. Have students define terms related to facial shapes and profiles (E11.1.5).
5. Divide students into groups and have each analyze the others' facial shapes and profiles (E11.1.1-E11.1.5).

SELECTED TOOLS AND MATERIALS

Overhead projector
Ruler

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Facial Shapes (TM1, TM2); Facial Profiles (TM3). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 220C-221C. Mid-America.

DUTY AREA

11. APPLYING MAKEUP

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

11.2 Cleanse the face

COURSE

Cosmetology I, II

11.2

PERFORMANCE OBJECTIVE

P11.2 Given access to patron, materials, and supplies, select proper materials and supplies and cleanse patron's facial area in preparation for makeup application. Cleansing procedure must be performed according to previously provided guidelines or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E11.2.1 Identify materials and supplies needed for a facial cleansing.

E11.2.2 Demonstrate draping procedure.

E11.2.3 Demonstrate application and removal of cleansing cream.

E11.2.4 Demonstrate makeup removal.

E11.2.5 Explain the importance of proper facial cleansing.

CRITERION-REFERENCED MEASURE

C11.2 Select proper materials and supplies and cleanse patron's face in preparation for makeup application according to previously provided guidelines or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of proper cleansing before makeup application (E11.2.4, E11.2.5).
2. Display and discuss supplies and materials used (E11.2.1).
3. Review draping procedures (E11.2.2).
4. Review application and removal of cleansing cream (E11.2.3).
5. Supervise student practice of facial cleansing, including removal of makeup (E11.2.1-E11.2.5).

SELECTED TOOLS AND MATERIALS

Cape
Towels
Spatulas
Cleansing cream
Recliner or lounge chair
Table for supplies
Neck strips
Tissues
Water
Slide projector
Cassette player

SELECTED AUDIOVISUAL MATERIALS

Slide/tape presentation: The Health, Care, and Beauty of the Skin (#13222P). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 172C-173C. Mid-America.

Application

DUTY AREA

11. APPLYING MAKEUP

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

11.3 Use facial contouring

COURSE

Cosmetology I, II

11.3

PERFORMANCE OBJECTIVE

P11.3 Given access to patron, implements, supplies, and equipment and previously provided guidelines, select the shade of contour necessary and apply. Color selection and application must be suitable to patron's facial shape and skin tone according to guidelines provided.

SELECTED ENABLING OBJECTIVES

E11.3.1 Distinguish among various skin tones and match each with contour shade.

E11.3.2 Identify facial shapes.

E11.3.3 Identify implements and equipment used in contouring.

E11.3.4 Demonstrate application techniques for contouring.

E11.3.5 Explain the benefits of facial contouring.

E11.3.6 Define terms related to facial contouring.

E11.3.7 Identify applicable safety and sanitation rules.

CRITERION-REFERENCED MEASURE

C11.3 Select proper implements, supplies, equipment, and appropriate contour shade and apply to patron's face. Application and color selection must be correct for patron's facial shape and skin tone according to guidelines provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students define terms associated with facial contouring (E11.3.6).
2. Review facial shapes and discuss in relation to contouring methods (E11.3.2).
3. Display charts of various skin tones and discuss contour shades (E11.3.1).
4. Display equipment, implements, and supplies used in contouring (E11.3.3).
5. Demonstrate application of contour makeup and supervise student practice on other students (E11.3.4).
6. Discuss the need for facial contouring (E11.3.5).
7. Review applicable safety and sanitation rules for makeup application (E11.3.7).

SELECTED TOOLS AND MATERIALS

Neck strips
Clips
Towels
Tissues
Spatula
Cotton pledgets
Sponge
Moisturizer foundation
Brushes
Contour makeup

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist. Dalton.

Professional Cosmetology Practices, pp. 215C-257C. Mid-America.

Standard Textbook of Cosmetology, pp. 319-348. Kibbe.

DUTY AREA

11. APPLYING MAKEUP

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

11.4 Apply basic day makeup

COURSE

Cosmetology I, II

11.4

PERFORMANCE OBJECTIVE

P11.4 Given access to patron whose face has been cleansed and necessary implements and supplies, select proper products and apply basic daytime makeup according to previously provided guidelines or instructor demonstration. Colors and application must be suitable to patron's facial shape and skin tone.

SELECTED ENABLING OBJECTIVES

E11.4.1 Identify implements and supplies for basic daytime makeup.

E11.4.2 Match makeup colors and shades to various skin tones.

E11.4.3 State basic rules for daytime makeup.

E11.4.4 Demonstrate methods of application for various types of cosmetics.

E11.4.5 Identify various facial shapes and skin tones.

CRITERION-REFERENCED MEASURE

C11.4 Select proper cosmetics and apply basic daytime makeup to patron's face according to previously provided guidelines or instructor demonstration. Colors and application must be suitable to patron's facial shape and skin tone.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss basic rules for daytime makeup--natural look, softened tones, and light texture (E11.4.3).

2. Review facial shapes in relation to makeup (E11.4.5).

3. Review skin tones and discuss various colors and shades suitable for various skin tones (E11.4.2-E11.4.5).

4. Display and demonstrate use of various equipment, implements, and cosmetic supplies (E11.4.1).

5. Select two students of different skin tones for a makeup "makeover". Take pictures before and after and have students evaluate results (E11.4.1-E11.4.5).

6. Supervise student practice in daytime makeup application (E11.4.1-E11.4.5).

SELECTED TOOLS AND MATERIALS

Eyebrow brush
Neck strips
Clips
Towels
Tissues
Cape
Cotton pledgets
Spatula

Lip brush
Orangewood stick
Cotton-tipped stick
Dish or flat container
Sponge
Tweezers
Sterilizer container
Moisturizer

Foundation
Eyebrow pencil
Creme blush
Powder blush
Eye shadow
Eye liner
Mascara

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 215C-257C. Mid-America.

Standard Textbook of Cosmetology, pp. 319-348. Kibbe.

DUTY AREA

11. APPLYING MAKEUP

TASK/COMPETENCY

11.5 Applying basic evening makeup

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

11.5

PERFORMANCE OBJECTIVE

P11.5 Given access to live model with previously cleansed face and assorted equipment, implements, and supplies, select proper cosmetics and apply basic evening makeup to model's face according to previously provided guidelines or instructor demonstration. Colors and application must be suitable for model's facial shape, skin tones, and attire.

SELECTED ENABLING OBJECTIVES

E11.5.1 Relate facial shape and skin tone to cosmetic selection.

E11.5.2 Compare daytime and evening makeup.

E11.5.3 State basic rules for evening makeup.

E11.5.4 Explain relationship between makeup colors and shades to clothing color and design.

E11.5.5 Explain makeup as it relates to the "total fashion look."

E11.5.6 Explain cosmetic safety precautions.

E11.5.7 Demonstrate application methods.

CRITERION-REFERENCED MEASURE

C11.5 Select proper cosmetics and apply basic evening makeup to face of live model according to previously provided guidelines or instructor demonstration. Colors and application must be suitable for model's facial shape, skin tone, and attire.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Make a bulletin board showing the various cosmetics used for both daytime and evening (E11.5.2).
2. Demonstrate analysis of facial shapes, skin tone, and clothing to coordinate evening makeup (E11.5.2-E11.5.4).
3. Invite a resource person to assist the students in doing a fashion show for parents and friends to demonstrate the "total fashion look." (E11.5.5).
4. Demonstrate cosmetic brush techniques (E11.5.7).
5. Review makeup safety and sanitation rules (E11.5.6).

SELECTED TOOLS AND MATERIALS

Eyebrow brush
Neckstrip
Clips
Towels
Tissue
Cotton pledgets
Spatula
Lip brush
Orangewood stick
Cotton-tipped stick
Dish or flat container
Sponge
Tweezers
Sterilizer container
Moisturizer
Cream blush
Powder blush
Eye shadow
Eye liner
Mascara
Eyebrow pencil
Pearlized powder
Lip gloss
Cape or gown
Slide projector
Cassette player

SELECTED AUDIOVISUAL MATERIALS

Slide/tape presentation: Makeup as a Fashionable Accessory with Emphasis on Color Coordination (#13229P). Milady.

SELECTED REFERENCES

Color Me Beautiful. Carole Jackson.

DUTY AREA

11. APPLYING MAKEUP

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

11.6 Apply corrective makeup

COURSE

Cosmetology I, II

11.6

PERFORMANCE OBJECTIVE

P11.6 Given access to a patron requesting corrective makeup and necessary implements and supplies, analyze facial features, select proper products, and apply according to previously provided guidelines or instructor demonstration to create appearance of an oval face, balanced features, and even skin tone.

SELECTED ENABLING OBJECTIVES

E11.6.1 Identify problem features that need corrective makeup.

E11.6.2 Analyze facial features and select proper methods of correction through makeup.

E11.6.3 Demonstrate application methods for corrective makeup.

E11.6.4 Demonstrate or explain tactful ways to suggest corrective makeup.

E11.6.5 State basic rules for corrective makeup.

CRITERION-REFERENCED MEASURE

C11.6 Select proper cosmetics and apply to face of patron according to previously provided guidelines or instructor demonstration to create the appearance of a oval face with balanced features and even skin tone.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Give students drawings of faces that require corrective makeup and have them shade and highlight areas necessary with pencil to indicate where and what corrective measures must be taken (E11.6.1, E11.6.2, E11.6.5).
2. Demonstrate shading to produce a hollow or narrow effect (E11.6.2-E11.6.3).
3. Demonstrate highlighting to produce a fuller or wider effect (E11.6.2-E11.6.3).
4. Review procedures for correcting eye, chin, lip, cheek, forehead, and profile defects (E11.6.1).
5. Display cosmetics used in corrective makeup and application of each (E11.6.3).
6. Role play with students how tactful handling of a patron who has extremely uneven features can lead to a returning client and retail sales (E11.6.4).

SELECTED TOOLS AND MATERIALS

Eyebrow pencil
Eyebrow brush
Neckstrips
Clips
Gown or cape
Towels
Tissues
Cotton pledgets
Spatula
Lip brush
Orangewood stick
Cotton-tipped stick
Dish or flat container
Sponge
Tweezers
Sterilizer container
Calipers
Moisturizer
Cover-up
Foundation
Creme blush
Eye shadow
Eye liner
Mascara
Face powder
Shader
Highlighter
Water
Lip gloss
Slide projector
Cassette player

SELECTED AUDIOVISUAL MATERIALS

Slide/tape presentation: The Art of Corrective Makeup (#13228P). Milady.

SELECTED REFERENCES

The Professional Cosmetologist, pp. 326-327. Dalton.

Professional Cosmetology Practices, pp. 215C-245C. Mid-America.

Standard Textbook of Cosmetology, pp. 332-337. Kibbe.

DUTY AREA

11. APPLYING MAKEUP

TASK / COMPETENCY

11.7 Apply false lashes

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

11.7

PERFORMANCE OBJECTIVE

P11.7 Given access to a client desiring false eyelashes and necessary implements and supplies, apply false lashes according to manufacturer's instructions.

SELECTED ENABLING OBJECTIVES

E11.7.1	Explain reasons for using false eyelashes.
E11.7.2	Identify types of false lashes.
E11.7.3	Explain how to select proper lashes.
E11.7.4	Explain or demonstrate application and removal of strip lashes.
E11.7.5	Explain eye tabbing.
E11.7.6	Explain procedure for affixing and removing semipermanent lashes.
E11.7.7	Determine how to deal with problem eyelash conditions.
E11.7.8	Explain applicable safety rules.
E11.7.9	Explain maintenance care for false lashes.

CRITERION-REFERENCED MEASURE

C11.7 Apply false lashes to eyelids of patron according to product manufacturer's directions.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display types of false eyelashes and discuss reasons for using and the difference between strip and individual lashes (E11.7.1-E11.7.3).
2. Discuss safety rules related to false eyelash use and application (E11.7.8).
3. Demonstrate application and removal procedures (E11.7.4-E11.7.6).
4. Discuss problem eyelash conditions and emphasize those under which false lashes should not be used (E11.7.7).
5. Explain maintenance and care procedures for false lashes (E11.7.9).
6. Assist students in application of both strip and individual lashes (E11.7.1-E11.7.9).

SELECTED TOOLS AND MATERIALS

Wet sanitizer to sanitize metal implements
Strip eyelashes
Tweezers
Cotton swabs
Eyelash brush
Hand mirror
Manicure scissors
Lash adhesive
Tissues
Adhesive tray
Eyelid & eyelash cleaner
Toothpick
Eyelash remover
Eye makeup remover
Manicure table

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist, pp. 329-331, Dalton.

Professional Cosmetology Practices, pp. 243C-245C. Mid-America.

Standard Textbook of Cosmetology, pp. 341-348. Kibbe.

DUTY AREA

12. MANICURING/PEDICURING NAILS

TASKS/COMPETENCIES

12.1 Explain the structure of the nail and anatomy of the shoulders, arm, and hand

12.2 Identify disorders and diseases of the nail

12.3 Give an oil manicure

12.4 Give a plain manicure

12.5 Massage hand and arm

12.6 Apply artificial nails

12.7 Use nail design techniques

Application

DUTY AREA

12. MANICURING/PEDICURING NAILS

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

12.1 Explain the structure of the nail and anatomy of the shoulder, arm, and hand

COURSE

Cosmetology I, II

12.1

PERFORMANCE OBJECTIVE

P12.1 Given drawings or diagrams illustrating nail structure and muscles, bones, and nerves of the shoulder, arm, and hand, label with 80% accuracy.

SELECTED ENABLING OBJECTIVES

E12.1.1 Identify parts of the nail and explain its structure and composition.

E12.1.2 Identify structures adjoining the nail.

E12.1.3 Identify bones of the shoulder, arm, and hand.

E12.1.4 Identify muscles of the shoulder, arm, and hand.

E12.1.5 Identify nerves of the shoulder, arm, and hand.

E12.1.6 Explain blood supply for the arm and hand.

E12.1.7 Define terms related to nail structure and anatomy of the shoulder, arm, and hand.

E12.1.8 Explain the importance to the manicurist of knowing nail structure and anatomy of the shoulder, arm, and hand.

E12.1.9 Explain the effects of massage on the arm and hand.

CRITERION-REFERENCED MEASURE

C12.1 Label diagrams or drawings illustrating the structure of the nail and anatomy of the shoulder, arm, and hand with 80% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Hand out illustrations or show transparencies of nail structure and discuss the composition of parts of the nail; explain the blood supply to the hand and its effect on the nail (E12.1.1, E12.1.2, E12.1.6).
2. Point out bones of the shoulder, arm, and hand on skeleton (E12.1.3).
3. Display illustrations and discuss the muscles and nerves of the shoulder, arm, and hand; discuss why this knowledge is important to the manicurist (E12.1.4, E12.1.5, E12.1.8).
4. Have students define terms associated with nail structure and anatomy of the shoulder, arm, and hand (E12.1.7).
5. Have students complete appropriate assignment sheets from Mid-America (E12.1.1-E12.1.7).
6. Discuss the effects of massage on the arm and hand (E12.1.9).

SELECTED TOOLS AND MATERIALS

Assignment sheets (Mid-America)

Drawings or diagrams of nail, shoulder, arm, and hand

Skeleton

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Parts of a Nail (TM1); Bones of the Arm and Hand (TM2). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 1C-25C. Mid-America.

Standard Textbook of Cosmetology, pp. 291, 292, 394, 400, 405, 410. Kibbe.

DUTY AREA

12. MANICURING/PEDICURING NAILS

TASK/COMPETENCY

12.2 Identify disorders and diseases of the nail

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

12.2

PERFORMANCE OBJECTIVE

P12.2 Given a written test including a list of disorders and diseases of the nail and characteristics of each, correctly match 80% of the disorders and diseases to their characteristics.

SELECTED ENABLING OBJECTIVES

E12.2.1 Define related terminology.

E12.2.2 Identify disorders of the nail and characteristics of each.

E12.2.3 Identify diseases of the nail and characteristics of each.

E12.2.4 Explain why the manicurist must be familiar with disorders and diseases of the nail.

E12.2.5 Identify which disorders and diseases may be treated by the manicurist and which should be referred to a physician.

E12.2.6 Compare healthy nail shapes to those affected by disease or disorders.

CRITERION-REFERENCED MEASURE

C12.2 Correctly match 80% of the nail disorders and diseases to characteristics given on a written test.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students define terms related to the nail and its diseases and disorders (E12.2.1).
2. Display illustrations or show transparencies of nail shapes, disorders, and diseases. Discuss why recognition of these is important to the manicurist (E12.2.2-E12.2.4).
3. Discuss those nail disorders and diseases which must be referred to a physician for treatment (E12.2.5).
4. Have students work in small groups, identifying shapes of their own and other group members' nails and pointing out irregularities in nail growth (E12.2.6).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency masters: Nail Disorders (TM5); Nail Diseases (TM6). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 10C-13C, 23C-25C. Mid-America.

Standard Textbook of Cosmetology, pp. 291-298. Kibbe.

Application

DUTY AREA

12. MANICURING/PEDICURING NAILS

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

12.3 Give an oil manicure

COURSE

Cosmetology I, II

12.3

PERFORMANCE OBJECTIVE

P12.3 Given access to live model and necessary equipment, implements, and supplies, give an oil manicure according to previously provided guidelines or instructor demonstration. Procedure should result in soft, smooth hands with no rough edges on nails or loose skin.

SELECTED ENABLING OBJECTIVES

E12.3.1 Define terms associated with manicuring and pedicuring.
E12.3.2 Explain qualifications of a manicurist.
E12.3.3 Identify implements and cosmetics used in manicuring and pedicuring.
E12.3.4 Demonstrate proper table preparation.
E12.3.5 Demonstrate proper holding technique of implements.
E12.3.6 Identify most common shapes of nails for men and women.
E12.3.7 Compare regular, plain, and oil manicures.
E12.3.8 Explain safety precautions used while manicuring or pedicuring.
E12.3.9 List sanitary measures to observe while manicuring or pedicuring.
E12.3.10 Explain importance of the appearance of the manicurist's hands.
E12.3.11 Demonstrate a regular manicure.

CRITERION-REFERENCED MEASURE

C12.3 Give an oil manicure according to previously provided guidelines or instructor demonstration. Procedure should result in soft, smooth hands with no rough edges on nails or loose skin.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students match terms related to manicuring and pedicuring to their correct definition (E12.3.1, E12.3.7).
2. Discuss the qualifications of a manicurist (E12.3.2, E12.3.10).
3. Display implements and equipment used in regular, plain, and hot oil manicures and demonstrate their use (E12.3.3, E12.3.5).
4. Demonstrate pre-manicure preparations for manicurist and patron (E12.3.4, E12.3.8, E12.3.9).
5. Show illustrations or transparencies of common nail shapes (E12.3.6).
6. Discuss applicable safety and sanitation rules (E12.3.8, E12.3.9).
7. Demonstrate and practice regular and oil manicures on their classmates (E12.3.1-E12.3.11).

SELECTED TOOLS AND MATERIALS

Emery boards
Orangewood sticks
Cuticle scissors
Sterilizer container
Nail file
Electric heater w/liner
Metal pusher
Plastic bag

Manicure cushion
Tweezers
70% alcohol
Cotton
Polish remover
Nail whitener
Base coat
Alum or styptic powder

Hand lotion or oil for heater
Abrasive disinfectant
Nail dryer
Overhead projector
Projector

SELECTED AUDIOVISUAL MATERIALS

Transparency Masters: Common Shapes for Manicuring Women's Nails (TM1); Common Shapes for Manicuring Men's Nails (TM2); Implements and Equipment Used in Manicuring and Pedicuring (TM3, TM4). Mid-America.

Film: Manicuring Procedure (#1215). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 5C-58C. Mid-America.

Standard Textbook of Cosmetology, pp. 267-279. Kibbe.

—— Application ——

DUTY AREA

12. MANICURING/PEDICURING NAILS

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

12.4 Give a plain manicure

COURSE

Cosmetology I, II

12.4

PERFORMANCE OBJECTIVE

P12.4 Given access to a male model and necessary implements and supplies, give a plain manicure according to previously provided guidelines or instructor demonstration. Nail shapes must conform to patron's fingers and no rough edges will be present.

SELECTED ENABLING OBJECTIVES

E12.4.1 Identify implements, equipment, and supplies used in manicuring.

E12.4.2 Identify common nail shapes for men's manicuring.

E12.4.3 Compare plain and regular manicures.

E12.4.4 Identify safety and sanitation rules for manicuring.

CRITERION-REFERENCED MEASURE

C12.4 Give a plain manicure to a male model according to previously provided guidelines or instructor demonstration. Nail shapes must conform to patron's fingers and no rough edges will be present.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review equipment, implements, and supplies used for manicuring (E12.4.1).
2. Review transparency of common nail shapes for males, and discuss the importance of well groomed hands for men (E12.4.2).
3. Prepare a bulletin board on types of manicures that includes safety and sanitation rules (E12.4.3, E12.4.4).
4. Invite students from other classes to receive plain manicures (E12.4.1-E12.4.4).

SELECTED TOOLS AND MATERIALS

Finger bowl
Emery boards
Orangewood stick
Metal pusher
Cuticle ripper
Nail brush
Buffer
Cuticle scissors (optional)
Tweezers (optional)
Sterilizer container
Nail file
Towels
Plastic bag
Manicure cushion
70% alcohol
Cotton
Polish remover
Nail whitener
Clear polish (optional)
Alum or styptic stick
Disinfectant
Hand lotion
Cuticle cream
Nail cleanser
Cuticle remover
Abrasive (optional)
Powder polish
Nail dryer
Overhead projector

SELECTED AUDIOVISUAL MATERIALS

Transparency master: Common Shapes for Manicuring Men's Nails (TM2). Mid-America.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 1C-17C. Mid-America.

Application

DUTY AREA

12. MANICURING/PEDICURING NAILS

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

12.5 Massage hand and arm

COURSE

Cosmetology I, II

12.5

PERFORMANCE OBJECTIVE

P12.5 Given access to live model and necessary equipment, implements, and supplies, give a hand and arm massage, using seven different massage manipulations, each performed three times. Procedure must be performed according to previously provided job sheet or instructor demonstration.

SELECTED ENABLING OBJECTIVES

E12.5.1 Explain why massage is important in manicuring.

E12.5.2 Identify cosmetics, implements, and equipment used in massage.

E12.5.3 Explain terminology associated with massage.

E12.5.4 Identify seven massage movements and explain the benefits of each.

E12.5.5 Explain safety and sanitation procedures for a hand and arm massage.

CRITERION-REFERENCED MEASURE

C12.5 Give a hand and arm massage, using seven different massage manipulations, repeating each movement three times. Procedure must be performed according to previously provided job sheet or instructor demonstration.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review terminology and massage movements introduced during study of P10.1 (E12.5.3, E12.5.4).
2. Explain the importance of hand and arm massage for increased blood circulation and health of the nails (E12.5.1).
3. Display equipment, implements, and supplies used in massage (E12.5.2).
4. Distribute Job Sheet #2 (pp. 41C-44C, Mid-America); demonstrate seven hand and arm massage manipulations and explain the benefit of each (E12.5.4).
5. Group students in pairs and supervise their practice of hand and arm massage (E12.5.1-E12.5.5).
6. Discuss safety and sanitation procedures for hand and arm massage (E12.5.5).

SELECTED TOOLS AND MATERIALS

Manicure table and lamp
Manicure stool
Chair for patron
Electric heater w/paper liner (oil manicure)
Hand lotion or oil for heater
Towels
Cushion
Instructor-prepared checklist
Job Sheet #2 (Mid-America)

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 41C-44C. Mid-America.

Standard Textbook of Cosmetology, pp. 278, 285-286. Kibbe.

DUTY AREA

12. MANICURING/PEDICURING NAILS

TASK/COMPETENCY

12.6 Apply artificial nails

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

12.6

PERFORMANCE OBJECTIVE

P12.6 Given access to live model and necessary equipment, implements, and supplies, apply brush-on nails according to previously provided job sheet or instructor demonstration. Nails must be smooth, without ridges or indentations from natural to artificial nails.

SELECTED ENABLING OBJECTIVES

E12.6.1 Define terminology related to artificial nails.

E12.6.2 Identify brush-on nails and explain application.

E12.6.3 Identify plastic nails and explain application.

E12.6.4 Identify sculptured nails and explain application.

E12.6.5 Explain maintainance and after care of artificial nails.

E12.6.6 Identify equipment, implements, and supplies needed.

E12.6.7 Explain safety and sanitation procedures for artificial nail application.

E12.6.8 Explain removal of artificial nails.

CRITERION-REFERENCED MEASURE

C12.6 Apply brush-on nails according to previously provided job sheet or instructor demonstration. Nails must be smooth, without ridges or indentations from natural to artificial nail.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review terminology related to artificial nails (E12.6.1).
2. Display all equipment, implements, and supplies needed for artificial nail application and explain purpose and use of each (E12.6.6).
3. Review safety and sanitation procedures (E12.6.7).
4. Discuss after-care and maintenance of artificial nails (E12.6.5)
5. Invite resource person in to demonstrate application of artificial nails (E12.6.2-E12.6.4).
6. Relate differences in sculptured nails, brush-on nails, and plastic or press-on nails (E12.6.2-E12.6.4).
7. Assist students in applying at least one nail of each type on classmate (E12.6.2-E12.6.4).
8. Demonstrate removal techniques for all types of artificial nails (E12.6.8).

SELECTED TOOLS AND MATERIALS

Equipment, implements, and supplies for regular manicure
Nailforms
Artist brushes
Fine weight sandpaper
Brush-on powder
Brush-on liquid
Job sheet #9 (Mid-America)
Filmstrip projector

SELECTED AUDIOVISUAL MATERIALS

Filmstrip: Sculptured Nails (Acrylic) (#14143). Milady.

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 71C-74C. Mid-America.

Standard Textbook of Cosmetology, pp. 282-284. Kibbe.

Application

DUTY AREA

12. MANICURING/PEDICURING NAILS

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

12.7 Use nail design techniques

COURSE

Cosmetology II

12.7

PERFORMANCE OBJECTIVE

P12.7 Given access to a live model whose hands have been manicured and necessary implements and supplies, paint a flower on the index finger of each hand, using three colors of acrylic paint. Design must be sharply outlined and detailed, and nail must be free of smudge marks.

SELECTED ENABLING OBJECTIVES

E12.7.1 Define terminology associated with nail design.

E12.7.2 Demonstrate regular manicuring procedure.

E12.7.3 Identify equipment, implements, and supplies needed for nail design and explain use of each.

E12.7.4 Explain after-care of nail designs.

E12.7.5 Explain applicable safety and sanitation rules.

E12.7.6 Explain application of nail decals.

E12.7.7 Explain procedure for nail jewelry.

E12.7.8 Demonstrate removal of nail designs.

CRITERION-REFERENCED MEASURE

C12.7 Paint a flower on the index finger of each hand of a live model. Design must use three colors of acrylic paint, must be sharply outlined and detailed, and must be free of smudges.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display equipment, implements, and supplies needed for nail designing (E12.7.3).
2. Demonstrate procedure for painting designs on nails (E12.7.1-E12.7.8).
3. Discuss nail decals and nail jewelry: their application, maintanence, and removal (E12.7.4, E12.7.6-E12.7.8).
4. Invite resource person to display and demonstrate nail goods (E12.7.3).
5. Review all applicable safety and sanitation procedures (E12.7.5).
6. Review nail designing terminology (E12.7.1).
7. Make a bulletin board displaying pictures of general types of nail designs or natural and artificial nails (E12.7.3, E12.7.6, E12.7.7).
8. Have students practice nail design techniques on classmates (E12.7.1-E12.7.8).

SELECTED TOOLS AND MATERIALS

Equipment, supplies, and implements for regular manicure
Acrylic paints
Artist brush

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

TASKS/COMPETENCIES

13.1 Select a site for a salon

13.2 Determine availability of financing

13.3 Compare various types of salons

13.4 Explain federal, state, and local laws and insurance pertaining to salon ownership

13.5 Analyze factors involved in purchasing equipment and supplies

13.6 Plan salaries and compute commissions

13.7 Explain and use advertising techniques

13.8 Explain the variable expenses in salon operation

13.9 Plan interior design of model salon

13.10 Design a model salon

DUTY AREA

13. DEVELOPING PLANNING
SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

13.1 Select a site for a salon

COURSE

Cosmetology II

13.1

PERFORMANCE OBJECTIVE

P13.1 Given the factors that influence the choice of an area, a site location, and a facility for a marketing business, analyze those factors and choose a site for a salon in the local area by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.1.1 Explain the factors involved in the selection of an area within a city or town, including personal needs and wants, economic characteristics, and population trends and purchasing power.

E13.1.2 Describe the types of retail areas within the local area.

E13.1.3 Identify type of customers and volume of business desired.

E13.1.4 Describe site selection factors such as accessibility, traffic volume and patterns, nature of nearby businesses, physical aspects, average rents demanded, and mass transportation patterns.

E13.1.5 Describe facility evaluation procedure, including site history; layout considerations; physical condition of the site; exterior appearance; condition of plumbing, lighting, and heating/airconditioning; and restrictive ordinances.

CRITERION-REFERENCED MEASURE

C13.1 Analyze the factors influencing salon site selection and choose a site in the local area by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain that business location depends on three factors: (a) personal preferences (time and funds; location of friends and family; partiality to paticular area, availability of business opportunity, and location of other business interests); (b) economic characteristics of the area (types of retailing areas, types of customers and volume of business desired), and (c) demography (number of residents, population changes, age and income distribution, number of home owners and renters, and quality of homes) (E13.1.1).
2. Have students research the types of retail areas within the locality to determine if most successful businesses are located downtown, in shopping centers or on major traffic arteries (E13.1.2).
3. Have students decide on the type of clientele their salon would serve and the volume of business available with the locality (E13.1.3).
4. Invite a local salon owner to describe how the site for that salon was chosen, concentrating on the factors of accessibility, visibility, surrounding businesses and the appearance of the neighborhood (E13.1.4).
5. Explain that the prospective salon owner must evaluate possible facilities based on site history, layout considerations, physical condition of the building, and local zoning ordinances, have students choose several facilities and evaluate them (E13.1.5).
6. Have students select a possible salon site based on the factors discussed and contained on the worksheet (E13.1.1-E13.1.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet on site selection

SELECTED AUDIOVISUAL MATERIALS

None-identified

SELECTED REFERENCES

Advanced Marketing 8130--Planning for Entrepreneurship--Teacher's Resource Guide, pp. 43-65. Distributive Education Service, Virginia Department of Education.

—— Application ——

DUTY AREA

13. DEVELOPING PLANNING SKILLS
FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

13.2 Determine availability of financing

COURSE

Cosmetology II

13.2

PERFORMANCE OBJECTIVE

P13.2 Given a list of possible sources of financing, compare the advantages and disadvantages of each and determine the best source of financial assistance for a proposed salon in the local area by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.2.1 Analyze start-up costs for a proposed salon, including fixed assets, prepaid items and deposits, preopening inventory, and working capital.

E13.2.2 Define equity financing and debt financing.

E13.2.3 Identify sources of equity and debt financing.

E13.2.4 Compare advantages and disadvantages of various sources of financing.

E13.2.5 Demonstrate how to fill out a loan application.

CRITERION-REFERENCED MEASURE

C13.2 Compare possible sources of financing and determine the best source of financial assistance for a proposed salon in the local area by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain that the first step in identifying financing availability is the determination of how much capital is needed; present examples of various types of salons and assist students in figuring the start-up costs, discussing fixed assets, prepaid items and deposits, preopening inventory, cash for day-to-day operation, projected cash deficits, and a minimum of three months operating and cost-of-living expenses (E13.2.1).
2. Discuss equity financing from owner, family, and friends; partners and shareholders; nonprofessional and professional investors; and small business investment companies (E13.2.2, E13.2.1).
3. Invite a banker or investment counselor to discuss loans from banks, commercial and consumer finance companies; [illegible] insurance companies; savings and loan companies, Small Business Administration [illegible] and trade credit unions; concentrate on the costs of each type of loan and [illegible] conditions for repayment (E13.2.2-E13.2.4).
4. Distribute sample loan applications [illegible] discuss conditions and emphasize the benefits of legal advice. Have students [illegible] fill out various types of applications (E13.2.5).
5. Have students fill out worksheets [illegible] using several case situations for proposed salons with various amounts [illegible] capital needed and choose the best form of financing for each (E13.2.1-E13.2.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet on financing

Sample loan applications

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced Marketing 8130--Planning for Entrepreneurship--Teacher's Resource Guide, pp. 87-101, 115-127. Distributive Education Service, Virginia Department of Education.

Consumer Economic Problems, Unit 3. Warmke and Wyllie.

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

13.3 Compare various types of salons

COURSE

Cosmetology II

13.3

PERFORMANCE OBJECTIVE

P13.3 Given a list of the various types of salons and salon ownerships, compare the benefits and disadvantages of each by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.3.1 Define and explain the types of salons according to location: hotel/motel, department store, shopping center, and home/neighborhood.

E13.3.2 Define and explain the types of salon ownerships: individual, partnership, corporation, and franchise.

E13.3.3 Identify and explain the clauses in a complex lease.

E13.3.4 Identify the space requirements for various salon services.

CRITERION-REFERENCED MEASURE

C13.3 Compare the benefits and disadvantages of various types of salons and salon ownerships with 90% accuracy on an instructor-prepared worksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss and have students identify salons in the local community located in hotel/motel facilities, department stores, shopping centers, and in homes or neighborhoods (E13.3.1).
2. Explain the components and advantages and disadvantages of individual, partnership, corportion, and franchise ownership and point out, if possible, local examples of each (E13.3.2).
3. Display a sample complex lease and discuss the conditions regarding return of the property, maintenance, liability, subleasing, major decorating, deposit, lease termination, and any other clauses (E13.3.3).
4. Display floor plans of various types of salons and discuss the space required for each station, storage, reception, and dispensary (E13.3.4).
5. Have students complete a worksheet evaluating each type of salon and salon ownership (E13.3.1-E13.3.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet on types of salons and salon ownerships
Sample leases
Sample floor plans with spaces labeled

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 5E-8E. Mid-America.

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

13.4 Explain federal, state and local laws and insurance pertaining to salon ownership

COURSE

Cosmetology II

13.4

PERFORMANCE OBJECTIVE

P13.4 Given research guidelines and necessary references, identify and explain federal, state, and local laws and types of insurance pertaining to salon ownership by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.4.1 Explain federal laws pertaining to social security, minimum wage and other labor laws, cosmetics and luxury tax payments, and income tax returns.

E13.4.2 Explain state laws on sales tax, licenses, worker's compensation, and income tax returns.

E13.4.3 Explain local laws regulating building codes, zoning permits, sales and use taxes, and property taxes.

E13.4.4 Define and explain the importance of insurance covering malpractice and product liability; premises liability; fire, burglary, and theft; business interruption; and personal illness, hospitalization, and accident.

E13.4.5 Explain the reasons for government regulation of business.

CRITERION-REFERENCED MEASURE

C13.4 Complete an instructor-prepared worksheet on federal, state, and local regulations and insurance pertaining to salon ownership with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss federal laws pertaining to business ownership and emphasize the importance of keeping up with changes in social security and income tax legislation (E13.4.1).
2. Discuss state laws and emphasize the necessity of keeping accurate records for licensing and tax purposes (E13.4.2).
3. Invite a local attorney to discuss those regulations in the city or county which affect salon owners (E13.4.3).
4. Invite an insurance agent to discuss the necessity of various types of insurance, and emphasize that insurance protects the owner's economic investment. Stress the connection between safety and sanitation rules of a salon and insurance protection (E13.4.4).
5. Explain why government regulates business: to encourage and maintain competition, to protect property rights, to protect the public welfare, and to protect the consumer (E13.4.5).
6. Have students complete the worksheet on laws and insurance (E13.4.1-E13.4.4).

SELECTED TOOLS AND MATERIALS

Instructor-prepared worksheet on laws and insurance

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced Marketing 8130--Planning for Entrepreneurship--Teacher's Resource Guide, p. 108. Distributive Education Service, Virginia Department of Education.

Professional Cosmetology Practices, pp. 9E-10E, 35E-36E, Mid-America.

— Application —

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

TASK / COMPETENCY

13.5 Analyze factors involved in purchasing equipment and supplies

PROGRAM

COSMETOLOGY

COURSE

Cosmetology II

13.5

PERFORMANCE OBJECTIVE

P.13.5 Given a list of the factors involved in purchasing salon supplies and equipment, analyze these factors by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.5.1 Identify equipment needed for salon operation.

E13.5.2 Explain factors involved in equipment purchasing: purchase price, installation costs, space requirements, upkeep and depreciation, operating costs, efficiency of labor and time use, and equipment insurance.

E13.5.3 Identify implements and supplies needed for salon operation.

E13.5.4 Explain factors involved in supply or implement purchasing: product duplication, bulk buying, percentage of total operating expenses, product availability, product reputation, clientele preference, and choice of supplier or distributor.

E13.5.5 Explain the importance of accurate purchasing records.

CRITERION-REFERENCED MEASURE

C13.5 Analyze the factors involved in purchasing salon supplies and equipment and develop purchasing guidelines by answering questions on an instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute list of equipment needed for salon services and catalogs. Have students compare purchase prices, space requirements, and various time- or labor-saving features. Discuss the importance of and explain how to estimate hidden costs of installation, operation, maintenance, and insurance (E13.5.1, E13.5.2).
2. Distribute list of supplies and various product catalogs, and have students compare prices, delivery times, and discounts for bulk buying. Discuss product reputations among salon operators and consumers, the advisability of product duplication, storage of items bought in large amounts, and other factors (E13.5.3, E13.5.4).
3. Explain the records that must be kept on purchases and the importance of accuracy in inventory records (E13.5.5).
4. Have students complete worksheets on equipment and supply purchasing (E13.5.1-E13.5.5).

SELECTED TOOLS AND MATERIALS

Lists of equipment and supplies
Product and equipment catalogs
Instructor-prepared worksheet

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 30E-31E, 37E-38E. Mid-America.

Standard Textbook of Cosmetology, p. 469. Kibbe.

The World of Cosmetology--A Professional Text, p. 384. Franco, Moore, and Oakley.

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

TASK / COMPETENCY

13.6 Plan salaries and compute commissions

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology II

13.6

PERFORMANCE OBJECTIVE

P13.6 Given a simulated salon with ten operators, identified by pay structure, and necessary information on total sales, time worked, commission percentages, and deductions from pay, compute the net income of each operator for one week with 90% accuracy.

SELECTED ENABLING OBJECTIVES

E13.6.1 Identify and define selected pay structures, including commission, straight salary, booth rental, and profit sharing.

E13.6.2 Explain factors involved in salary or percentage determination.

E13.6.3 Demonstrate how to calculate salary deductions such as social security, federal and state taxes, and health insurance.

E13.6.4 Identify benefit packages which may be offered to employees, such as group health insurance, vacation pay, stock options, paid educational or training opportunities, and free services.

E13.6.5 Explain the benefits and disadvantages of profit sharing.

E13.6.6 Demonstrate how to calculate percentages.

CRITERION-REFERENCED MEASURE

C13.6 Compute the net income of ten salon operators with various salaries, commissions, and deductions with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review math skills involving whole numbers and decimal operations and calculation of percentages (E13.6.6).
2. Explain the types of pay structures normally used in salons, identifying the differences between salary, commission, and profit sharing (E13.6.1, E13.6.5).
3. Discuss applicable labor laws involving minimum wage, overtime, social security, and taxes withheld (E13.6.3).
4. Discuss the concept of fringe benefits, their importance to the employee, and their costs and benefit to the salon owner (E13.6.4).
5. Discuss the importance of keeping accurate pay records (E13.6.1-E13.6.6).
6. Invite a panel of salon owners to answer student's questions on salon pay structures in the local area (E13.6.1).
7. Distribute case situations for ten operators; for the purpose of the exercise, have each identified with a different salary or commission, amount of time worked, and deductions. Have students compute gross pay, amounts withheld, and net pay (E13.6.1-E13.6.6).

SELECTED TOOLS AND MATERIALS

Instructor-prepared case simulations

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, p. 36E. Mid-America.

The World of Cosmetology--A Professional Text, pp. 371-373. Franco, Moore, and Oakley.

Application

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALAON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

13.7 Explain and use advertising techniques

COURSE

Cosmetology II

13.7

PERFORMANCE OBJECTIVE

P13.7 Given guidelines and necessary references and supplies, explain with 90% accuracy the major techniques for promoting a salon and prepare a campaign that includes advertisements written for a minimum of two different media for a self-selected type of salon. Advertisements must be rated acceptable according to an instructor-prepared checklist based on the guidelines provided.

SELECTED ENABLING OBJECTIVES

E13.7.1 Define and develop a customer profile.

E13.7.2 Analyze the factors in image development: price policies, product policies, customer service policies, and salon name.

E13.7.3 Explain the components of an advertising policy: goals, budget, and selection of media.

E13.7.4 Identify types of advertising used by salons.

E13.7.5 Explain the importance of participating in community organization activities.

E13.7.6 Explain the role of friendly, knowledgeable employees in business promotion.

CRITERION-REFERENCED MEASURE

C13.7 Explain with 90% accuracy the major techniques for promoting a salon and prepare a campaign that includes advertisements written for a self-selected type of salon, using at least two different media. Advertisements must be rated acceptable according to instructor-prepared checklist based on guidelines provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Explain that unfocused advertising is ineffective and that the first step is to decide what type of clientele the salon owner wishes to attract. Have students develop a customer profile for their selected type of salon: types of people needing this salon's services; the needs of these potential customers; potential customers' income range, age range, and buying habits; the distance of their homes from the salon; and identification of the best ways the salon can serve these potential customers (E13.7.1).
2. Discuss ways to develop an image for a salon, including its name and location, price policies, products used, customer treatment, types of services offered, and types of employees. Have students brainstorm how a salon could change its image to attract more male clients, from a high fashion to family-centered salon (or vice-versa), etc. (E13.7.2, E13.7.5, E13.7.6).
3. Display various salon advertisements (newspaper, direct mail, and yellow pages) and discuss others (radio, TV, personal appearances, window displays, open house, etc.) and have students decide on advertising goal, budget, and media (E13.7.3, E13.7.5).
4. Have students prepare an advertising campaign and include written ads (or scripts) for two different media. Have them defend their choices of advertising techniques in terms of customer profile and projected image (E13.7.1-E13.7.6).

SELECTED TOOLS AND MATERIALS

Sample salon advertisements
Art supplies
Instructor-prepared guidelines for ad campaign
Instructor-prepared checklist to evaluate campaign

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Advanced Marketing 8130--Planning for Entrepreneurship--Teacher's Guide, pp. 71-75. Distributive Education Service, Virginia Department of Education.

Standard Textbook of Cosmetology, p. 464. Kibbe.

Application

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

13.8 Explain the variable expenses in salon operation

COURSE

Cosmetology II

13.8

PERFORMANCE OBJECTIVE

P13.8 Given a list of variable expenses associated with salon operation, explain each category and why the percentage of each component of the total salon budget may vary according to type and location of the business. This must be completed with 90% accuracy on an instructor-prepared worksheet.

SELECTED ENABLING OBJECTIVES

E13.8.1 Identify variable expenses associated with salon operation.

E13.8.2 Identify various fixed expenses not directly associated with daily operation.

E13.8.3 Identify the largest items of expense.

E13.8.4. Demonstrate how to calculate net profit.

E13.8.5 Give reasons why budget percentages for expenses may vary.

E13.8.6 Explain the relationship between projected operating expenses and working capital.

CRITERION-REFERENCED MEASURE

C13.8 Explain the variable expenses associated with salon operation and explain why the percentage of the total budget taken up by each item may vary according to location and type of salon by completing an instructor-prepared worksheet with 90% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Refer students to list of variable expenses, Mid-America, p. 34E or Standard Textbook of Cosmetology, p. 465. Have students define each category and point out any items (such as property taxes) they may want to add (E13.8.1).
2. Point out that operating expenses listed are for an established salon, and that a new business may have large fixed expenses such as loan repayments, installment payments on equipment, renovation/decorating costs, and certain legal fees (E13.8.2).
3. Have students examine the percentage of total operating budget assigned to various expenses and discuss why they may vary. Review types of salons and salon ownership and reassign budget items accordingly (E13.8.3, E13.8.5).
4. Demonstrate how net profit is calculated and discuss the importance of a new business having sufficient working capital to cover an initial period in which profits may be nonexistent or minimal. Explain also the practice of reinvesting profits into a business (short-term versus long-term gains) E13.8.4, E13.8.6).
5. Request a number of local salon owners to share with the class the items in their operating budgets and the percentage assigned to each (E13.8.1-E13.8.6).

SELECTED TOOLS AND MATERIALS

Sample lists of variable expenses

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, p. 34E. Mid-America.

Standard Textbook of Cosmetology, p. 465. Kibbe.

Application

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

13.9 Plan interior design of model salon

COURSE

Cosmetology II

13.9

PERFORMANCE OBJECTIVE

P13.9 Given principles of salon design and necessary materials and supplies, design the interior of a model salon. Plan must illustrate or describe number, size and placement of rooms and work areas, types and arrangement of equipment and furniture, and color scheme and materials for wall, floors, counters, appliances, and furnishings. Plan must be rated acceptable according to instructor-prepared checklist based on design principles, salon efficiency, and patron comfort.

SELECTED ENABLING OBJECTIVES

E13.9.1 Identify space needed for various salon services, reception area, dispensary, and restroom facilities.

E13.9.2 Identify equipment needed for various salon services.

E13.9.3 Identify color schemes appropriate for salons.

E13.9.4 Explain arrangement of furniture and equipment in terms of salon efficiency.

E13.9.5 Explain the importance of an attractive and comfortable salon interior.

E13.9.6 Identify fabrics, wall and floor coverings, and countertops that are both easy to care for and durable.

E13.9.7 Identify colors that are complementary.

E13.9.8 Explain techniques used to make areas appear larger or smaller.

CRITERION-REFERENCED MEASURE

C13.9 Design the interior of a model salon, illustrating or describing number, size, and placement of rooms and work areas, types and arrangement of equipment and furniture, and color scheme and materials for walls, floors, counters, appliances, and furnishings. Plan must be rated acceptable according to instructor-prepared checklist based on design principles, salon efficiency, and patron comfort.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Arrange field trips to several local salons, preferably of different types, to give students ideas about space and arrangement of work areas, equipment, and furniture (E13.9.1, E13.9.2, E13.9.4).

2. Invite the school home economics teacher to speak to the class on the principles of interior design and the care and maintenance of fabrics and interior surfaces (E13.9.6, E13.9.8).

3. Discuss the importance of an attractive salon both from the point of view of the operator and patron (E13.9.5).

4. Discuss and show examples of colors and have students classify them as hot, warm, and cool and group those that are complementary. Emphasize the use of color as an image statement and have students identify those color combinations appropriate for a salon (E13.9.3, E13.9.5, E13.9.7).

5. Display previous student model designs and discuss advantages and disadvantages of arrangements and color schemes (E13.9.1-E13.9.8).

6. Display sample salon floor plans and explain how drawings are done to scale (E13.9.1-E13.9.8).

SELECTED TOOLS AND MATERIALS

Sample salon floor plans
Samples of fabrics, wallpaper, carpet, and floor tile
Paint charts
Equipment catalogs
Instructor-prepared checklist

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Professional Cosmetology Practices, pp. 29E-40E. Mid-America.

Application

DUTY AREA

13. DEVELOPING PLANNING SKILLS FOR SALON MANAGEMENT

PROGRAM

COSMETOLOGY

TASK / COMPETENCY

13.10 Design a model salon

COURSE

Cosmetology II

13.10

PERFORMANCE OBJECTIVE

P13.10 Given guidelines on oral report and worksheets or assignments previously completed during this unit of study, prepare a 15- to 30-minute oral presentation on a model salon which includes designation of name of salon, site, salon and ownership type, equipment and supply purchase plan, salary and benefit plan, sample advertising, and operating budget categories. Presentation must be rated acceptable according to instructor-prepared checklist based on the guidelines provided.

SELECTED ENABLING OBJECTIVES

E13.10.1 Identify salon site selection factors.

E13.10.2 Explain sources of financing for a salon.

E13.10.3 Identify types of salons and ownerships.

E13.10.4 Explain government regulation of salons and insurance selection factors.

E13.10.5 Explain equipment and supply purchasing.

E13.10.6 Explain salary and employee benefit plans.

E13.10.7 Explain advertising techniques and selection factors.

E13.10.8 Identify operating budget categories.

E13.10.9 Demonstrate effective public speaking techniques.

E13.10.10 Explain the importance of effective public relations to a salon owner.

CRITERION-REFERENCED MEASURE

C13.10 Prepare a 15- to 30-minute oral presentation on a model salon based on previously completed worksheets or assignments. Presentation must designate name of salon, salon site and type, ownership type, equipment and supply purchasing plan, salary and benefit plan, sample advertising, and operating budget categories. Presentation must be rated acceptable according to instructor-prepared worksheet based on guidelines provided.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review worksheets that students have completed during unit study, and explain how to extract specific information needed for presentation (E13.10.1-E13.10.8).
2. Distribute guidelines for oral reports and go over requirements. Emphasize that oral presentations are enhanced by charts, handouts, and other supporting materials, and that speakers must be prepared to answer questions (E13.10.9).
3. Discuss and demonstrate techniques for effective public speaking. Suggest that presenters prepare supporting materials for detailed information and concentrate on dynamic presentation of their proposed business as an asset to their community (E13.10.9, E13.10.10).
4. Allow students to develop a checklist to evaluate oral presentations and use in place of instructor-prepared checklist (E13.10.1-E13.10.10).

SELECTED TOOLS AND MATERIALS

Instructor-prepared, student-completed worksheets or assignments for P13.1-P13.8
Instructor-prepared guidelines on oral presentation
Instructor- or student-developed checklist to evaluate reports

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

DUTY AREA

14. DEVELOPING SALON MANAGEMENT SKILLS

TASKS/COMPETENCIES

14.1	Perform receptionist duties
14.2	Set up and maintain records
14.3	Perform basic bookkeeping/accounting duties
14.4	Inventory, order, and issue supplies
14.5	Use effective techniques in customer relations

Application

DUTY AREA

14. DEVELOPING SALON MANAGEMENT SKILLS

PROGRAM

COSMETOLOGY

TASK/COMPETENCY

14.1 Perform receptionist duties

COURSE

Cosmetology II

14.1

PERFORMANCE OBJECTIVE

P14.1 Given simulated salon situation and necessary materials and supplies, answer the telephone, schedule appointments, greet customers, make retail sales of products, and handle financial transactions for sales and services. Performance must be rated acceptable according to Duty Area Checklist #14.

SELECTED ENABLING OBJECTIVES

E14.1.1 Demonstrate effective telephone techniques.

E14.1.2 Demonstrate how to schedule appointments and maintain appointment book.

E14.1.3 Demonstrate how to greet patrons in a friendly businesslike manner.

E14.1.4 Explain basic rules of sales psychology.

E14.1.5 Demonstrate ability to perform basic financial transactions.

CRITERION-REFERENCED MEASURE

C14.1 Perform receptionist activities in simulated salon operation by answering telephone scheduling appointments, greeting customers, making retail sales of products, and handling financial transactions for sales and services. Performance must be rated acceptable according to Duty Area Checklist #14.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display and discuss the daily records necessary for salon operation (E14.2.1).
2. Invite a business education teacher to discuss various filing systems and to assist students in setting up alphabetical files. Have students practice filing and retrieving information (E14.2.2, E14.2.5).
3. Discuss the benefits of a running supply inventory and demonstrate how to keep dispensary records (E14.2.2).
4. Have students practice filling out sales slips and petty cash records (E14.2.1-E14.2.4).
5. Discuss the reasons for keeping accurate daily records of sales and services (E14.2.6).
6. Review appointment scheduling and explain how these records contribute to salon efficiency (E14.2.3).

SELECTED TOOLS AND MATERIALS

Appointment book
Sales slips
Petty cash book
Inventory sheets
Instructor-prepared worksheets

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist, pp. 361-390. Dalton.

Recordkeeping: Task Analyses. Virginia Department of Education.

Standard Textbook of Cosmetology, pp. 466-467. Kibbe.

DUTY AREA

14. DEVELOPING SALON MANAGEMENT SKILLS

TASK / COMPETENCY

14.3 Perform basic bookkeeping/accounting duties

Application

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

14.3

PERFORMANCE OBJECTIVE

P14.3 Given calculator and written test which includes basic bookkeeping problems involving payroll computations, basic banking activities, tax computations, and equipment depreciation, complete the test with 80% accuracy.

SELECTED ENABLING OBJECTIVES

E14.3.1 Define bookkeeping/accounting terms.

E14.3.2 Demonstrate how to write checks, make deposits, and reconcile bank statements.

E14.3.3 Explain or demonstrate how taxes (including social security and sales taxes) are computed and paid.

E14.3.4 Demonstrate how to calculate gross pay, amounts withheld, and net pay.

E14.3.5 Explain how equipment depreciation is figured.

E14.3.6 Demonstrate how to enter amounts on a ledger sheet.

CRITERION-REFERENCED MEASURE

C14.3 Complete written test which includes problems involving payroll computations, basic banking activities, tax computations, and equipment depreciation with 80% accuracy.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Distribute vocabulary sheets and have students define terms and key concepts related to bookkeeping, such as debit, credit, ledger, endorsement, deposit, check, currency, and depreciation (E14.3.1).
2. Procure sample checks and deposit slips from a bank and have students practice filling them out for different amounts (E14.3.2).
3. Demonstrate and have students practice bank statement reconciliations (E14.3.3).
4. Display ledger sheets and have students enter amounts for a simulated salon's income and expenses for one week (E14.3.6).
5. Review salary computations (P13.6) and have students practice related calculations (E14.3.4).
6. Invite an accountant to discuss federal, state, and local taxes: how they are computed, how they are paid, and how proper records are kept (E14.3.3).
7. Discuss the concept of equipment depreciation and how it is calculated and recorded (E14.3.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared test
Sample checks
Sample deposit slips
Instructor-prepared bank statement
Simulated salon operation problems
Ledger sheets
Sales tax tables

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Recordkeeping: Task Analyses, pp. 52-63, 70-81. Virginia Department of Education.

Application

DUTY AREA

14. DEVELOPING SALON MANAGEMENT SKILLS

TASK/COMPETENCY

14.4 Inventory, order, and issue supplies

PROGRAM

COSMETOLOGY

COURSE

Cosmetology I, II

14.4

PERFORMANCE OBJECTIVE

P14.4 Given access to dispensary for one week and necessary forms, take inventory of supplies, issue supplies requested, keep running record of supply use, and write up simulated orders to replace those used during the week. Inventory must agree with instructor counts, records must be accurate, and supply issue and order must be performed according to previously provided guidelines.

SELECTED ENABLING OBJECTIVES

E14.4.1 Demonstrate how to take inventory of supplies.

E14.4.2 Demonstrate procedure for issuing supplies.

E14.4.3 Demonstrate use of control sheets to record issue and usage of supplies.

E14.4.4 Demonstrate how to fill out a supply order.

E14.4.5 Explain the benefits of computerized inventory records.

E14.4.6 Identify various ways supplies may be ordered.

CRITERION-REFERENCED MEASURE

C14.4 Take inventory of dispensary and issue supplies for one week, keeping a running record of supply use, and write up simulated orders for supplies dispensed during the week. Inventory counts must agree with those of the instructor. Records must be maintained accurately and supplies issued and ordered according to previously provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Display inventory sheets and explain the type of information which should be entered. Review names of supplies to ensure that all students refer to each item in a consistent manner (E14.4.1).

2. Explain how supplies are issued and how records of supplies dispensed and used are maintained; discuss possible benefits of computerized records to keep a running inventory (E14.4.2, E14.4.5).

3. Review factors which influence supply orders (P13.5), and the advantages and disadvantages of bulk buying (E14.4.5).

4. Distribute supply catalogs, have students look up various items, compare prices, and discuss terms of order (E14.4.4).

5. Discuss ways supplies may be ordered such as by telephone, by mail, through sales representatives, or through a catalog (E14.4.6).

6. Invite a beauty supply representative to explain what is available through supply houses and how to secure products and services (E14.4.6).

SELECTED TOOLS AND MATERIALS

Inventory control sheets
Supply catalogs
Order forms

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

The Professional Cosmetologist, pp. 361-390. Dalton.

Application

DUTY AREA

14. DEVELOPING SALON MANAGEMENT SKILLS

TASK/COMPETENCY

14.5 Explain effective techniques in customer relations

PROGRAM

COSMETOLOGY

COURSE

Cosmetology II

14.5

PERFORMANCE OBJECTIVE

P14.5 Given written case situations involving customer relations, explain appropriate methods of dealing with difficult or unusual customer situations by completing instructor-prepared worksheet with 80% accuracy.

SELECTED ENABLING OBJECTIVES

E14.5.1 Explain the importance of client satisfaction to salon success.

E14.5.2 Explain how the cosmetologist's professional appearance and manner can influence client satisfaction.

E14.5.3 Demonstrate how to deal with patrons who request service which may be inappropriate for their appearance.

E14.5.4 Demonstrate how to deal with patrons who are dissatisfied, angry, affected by drugs or alcohol, overemotional, abusive, or unreasonable in their demands.

E14.5.5 Explain special procedures which may be necessary to serve handicapped patrons.

E14.5.6 Demonstrate emergency procedures in case of accident, injury, or sudden illness involving a client.

E14.5.7 Explain the importance of customer release forms.

CRITERION-REFERENCED MEASURE

C14.5 Complete with 80% accuracy an instructor-prepared worksheet involving appropriate responses to difficult or unusual customer-related situations.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Invite a local salon owner to discuss with the class the importance of client satisfaction and how it is influenced by the cosmetologist's professionalism in appearance and attitude (E14.5.2).
2. Give examples of types of patrons who may require special techniques and discuss the psychology of dealing with extremely shy, talkative, nervous, irritable, overly cautious, or very opinionated patrons (E14.5.3, E14.5.4).
3. Discuss alternatives when encountering patrons who are dissatisfied or angry about results of requested services (E14.5.3, E14.5.5).
4. Give examples of salon policies for dealing with abusive people or those affected by drugs or alcohol (E14.5.4).
5. Discuss ways the salon can serve handicapped patrons (E14.5.5).
6. Review emergency procedures introduced in P1.3 (E14.5.6).
7. Review the use and importance of customer service records and release forms in terms of both client satisfaction and legal responsibility (E14.5.7).
8. Prepare and distribute case situations and worksheets; it is suggested that worksheets contain multiple choice responses to questions about the case situations (E14.5.1-E14.5.7).

SELECTED TOOLS AND MATERIALS

Instructor-prepared case situations on customer relations
Instructor-prepared worksheets
Filmstrip projector
Cassette player

SELECTED AUDIOVISUAL MATERIALS

Filmstrip/Audiocassette: Human Relations for Success in Business (#13511P). Milady.

SELECTED REFERENCES

Standard Textbook of Cosmetology, pp. 477-480. Kibbe.

SECTION 2.

PROGRAMS AND COURSES

The competency-based Cosmetology program supported by this task analyses guide began as a two-year pilot program designed and field-tested at Chantilly High School, Fairfax County Public Schools. It is designed to replace the 2,000-hour program previously required by state law for licensure of cosmetologists, and is based on the validated task list and task inventory sheets contained in Section 1.

A description of the Cosmetology program, a listing of approved courses, and DOT job codes and titles related to the program are included in the first part of this section. Descriptions of the Cosmetology I and II courses and suggested teaching sequence and course content outline for each course are included in the second part of this section. The course outlines have been cross-referenced with the task inventory sheets to assist the instructor in identifying instructional objectives, materials, criterion-referenced standards, and reference materials.

PROGRAM DESCRIPTION

PROGRAM TITLE:	Cosmetology
DESCRIPTION:	The competency-based Cosmetology program is designed to provide students with the skills and related theory necessary to meet the requirements for licensure as cosmetologists and job-entry level employment. Students who complete the competencies required in the Cosmetology program prior to high school graduation may wish to obtain supervised occupational experience through the Industrial Cooperative Training program.
CODE:	12.0403
SUGGESTED GRADE LEVEL:	10-12

APPROVED COURSE	VA. CODE	DOT NUMBER/TITLE	
Cosmetology I	8527	332.271-010	Cosmetologist
Cosmetology II	8528	332.271-014	Beautician Apprentice
Cosmetology III	8529	187.167-058	Beauty Salon Manager
		330.371-010	Haircutter
		332.271-018	Hairdresser
		331.674-010	Manicurist
		339.371-014	Scalp-Treatment Operator
		332.271-010	Shampooer
		261.351-010	Wig Stylist

COSMETOLOGY I (VA 8527)

Description and Sequence

COURSE DESCRIPTION:	Cosmetology I is a triple-period course in which students are introduced to selected theory and manipulative skills required of a licensed cosmetologist. Emphasis is placed on safety and sanitation procedures, bacteriology, professional ethics, and the basic skills associated with hair styling and coloring, facial and scalp treatments, manicuring procedures, and wiggery.
PREREQUISITES:	None
SUGGESTED GRADE LEVEL:	10 or 11

TASK COMPETENCY SEQUENCE

1.1 Participate in organized classroom management system
1.5 Identify personal appearance standards
1.3 Perform safety and first aid procedures
1.4 Participate in in-class activities for VICA
1.2 Identify job oportunities in the cosmetology profession
2.1 Identify the classifications of bacteria
2.2 Interpret state and local laws governing sterilization and sanitation
2.3 Sterilize or sanitize equipment and implements
2.4 Perform housekeeping tasks
3.1 Identify scalp disorders and diseases
3.2 Give a shampoo
3.3 Select and apply hair and scalp conditioner
4.1 Identify implements used to shape hair and demonstrate proper methods of holding
4.3 Explain factors related to choice of haircut
4.2 Section hair
4.4 Give one-length low-elevation cut
4.5 Give a layered haircut
4.6 Give a combination one-length and layered haircut
4.7 Thin hair
4.8 Shingle hair
5.1 Analyze facial shapes, profiles, and body structures
5.2 Give a finger wave
5.3 Make pin curls
5.4 Make roller curls
5.9 Brush or comb hair into a style
5.5 Airwave hair into a style
5.6 Thermal-straighten hair
5.7 Make thermal curls
5.8 Braid hair
8.4 Fill out customer record card
6.1 Analyze structure and composition of hair

Task/Competency Sequence
(continued)

6.2 Select proper waving solution and rods for type of hair
6.3 Wrap hair on wave rods
6.4 Process and neutralize the permanent wave
6.5 Identify after-care procedures
7.1 Identify and select chemicals used in chemical relaxing
7.2 Apply a virgin chemical relaxer
7.3 Give a chemical relaxer retouch
8.2 Explain hair structure and chemical composition as it relates to hair coloring
8.1 Compare effects of the basic categories of hair coloring products
8.3 Give a predisposition test
8.5 Apply a virgin tint
8.7 Apply a tint retouch
8.6 Apply a virgin bleach
8.8 Apply a bleach retouch
8.9 Apply a single application color
8.10 Apply a double application color
8.12 Apply fillers
8.14 Presoften hair
9.1 Identify types of wigs and hairpieces
9.2 Identify materials and explain construction of hairgoods
9.7 Measure the head for a wig
9.3 Shape and thin wigs and hairpieces
9.4 Style hairpiece
9.5 Clean and condition hairgoods
9.6 Explain coloring of wigs and hairpieces
10.1 Use massage techniques
10.3 Describe anatomy and physiology of the head, face, and neck
10.2 Give basic types of facials
10.4 Arch eyebrows
10.5 Remove superfluous hair
11.1 Analyze facial shapes and profiles
11.2 Cleanse the face
11.3 Use facial contouring
11.4 Apply basic day makeup
11.5 Apply basic evening makeup
11.6 Apply corrective makeup
11.7 Apply false lashes
12.1 Explain the structure of the nail and anatomy of the shoulder, arm, and hand
12.2 List disorders and diseases of the nail
12.3 Give an oil manicure
12.4 Give a plain manicure
12.5 Massage hand and forearm
12.6 Apply artificial nails

COURSE OUTLINE

COSMETOLOGY I (8527)

OUTLINE	CODE
I. Orientation	
A. Classroom organization and management	P1.1
B. Personal appearance standards	P1.5
C. Safety and first aid	P1.3
D. VICA in-class activities	P1.4
E. Job opportunities in cosmetology profession	P1.2
II. Sterilization and Sanitation	
A. Bacteria classifications	P2.1
B. Sterilization and sanitation laws	P2.2
C. Sterilization/sanitation procedures	P2.3
D. Housekeeping tasks (basic)	P2.4
III. Shampoos and Conditioners	
A. Scalp disorders and diseases	P3.1
B. Shampoo procedure	P3.2
C. Conditioner products and procedures	P3.3
IV. Hair Shaping Techniques	
A. Implements and their uses	P4.1
B. Factors influencing hair shape choice	P4.3
C. Sectioning methods (basic)	P4.2
D. One-length low-elevation cut	P4.4
E. Layered cut (basic)	P4.5
F. Combination one-length and layered cut	P4.6
G. Hair-thinning procedure (basic)	P4.7
H. Shingle cut techniques	P4.8
V. Hair Styles	
A. Factors influencing hair style choice	P5.1
B. Finger wave	P5.2
C. Pin curls	P5.3
D. Roller curls	P5.4
E. Brushout/combout procedures (basic)	P5.9
F. Airwaving techniques	P5.5
G. Thermal-straightening procedure (basic)	P5.6
H. Thermal-curling procedure (basic)	P5.7
I. Braided styles (basic)	P5.8

Course Outline
(continued)

VI. Permanent Waves (Basic)

A.	Customer record cards	P8.4
B.	Hair structure and composition	P6.1
C.	Waving solution and rod selection	P6.2
D.	Hair-wrapping technique	P6.3
E.	Processing and neutralizing procedure	P6.4
F.	Permanent waves after-care	P6.5

VII. Chemical Relaxers (Basic)

A.	Chemical identification and selection	P7.1
B.	Virgin chemical relaxer	P7.2
C.	Chemical relaxer retouch	P7.3

VIII. Hair Coloring Products and Procedures (Basic)

A.	Hair structure and chemical composition	P8.2
B.	Hair color product effects	P8.1
C.	Predisposition test	P8.3
D.	Virgin tint	P8.5
E.	Retouch tint	P8.7
F.	Virgin bleach	P8.6
G.	Retouch bleach	P8.8
H.	Single application color	P8.9
I.	Double application color	P8.10
J.	Fillers	P8.12
K.	Presoftening procedure	P8.14

IX Wigs and Hairpieces

A.	Types	P9.1
B.	Materials and construction	P9.2
C.	Wig fitting and ordering procedures	P9.7
D.	Shaping and thinning techniques	P9.3
E.	Styling techniques	P9.4
F.	Cleaning and conditioning procedures	P9.5
G.	Coloring techniques	P9.6

X. Facials (Basic)

A.	Massage techniques	P10.1
B.	Head, face, and neck anatomy and physiology	P10.3
C.	Basic facial procedures	P10.2
D.	Eyebrow-arching techniques	P10.4
E.	Superfluous hair removal	P10.5

Course Outline
(continued)

XI. Makeup Application (Basic)

A.	Factors influencing makeup choice	P11.1
B.	Facial cleaning	P11.2
C.	Facial contouring	P11.3
D.	Basic day makeup	P11.4
E.	Basic evening makeup	P11.5
F.	Corrective makeup	P11.6
G.	False lashes	P11.7

XII. Manicures/Pedicures (Basic)

A.	Nail structure and shoulder, arm, and hand anatomy	P12.1
B.	Nail disorders and diseases	P12.2
C.	Oil manicure	P12.3
D.	Plain manicure	P12.4
E.	Hand and forearm massage	P12.5
F.	Artificial nails	P12.6

COSMETOLOGY II (VA 8528)

Description and Sequence

COURSE DESCRIPTION:	Cosmetology II is a triple-period in which students continue their study of the theory and practice of the manipulative skills required for licensure. Those competencies taught in Cosmetology I are reinforced, with emphasis placed on anatomy and physiology, advanced hair design techniques, and salon management.
PREREQUISITES:	Cosmetology I
SUGGESTED GRADE LEVEL:	11 or 12

TASK/COMPETENCY SEQUENCE

2.1	Identify the classifications of bacteria
2.2	Interpret state and local laws governing sterilization and sanitation
2.3	Sterilize or sanitize equipment and implements
2.4	Perform housekeeping tasks
3.1	Identify scalp disorders and diseases
3.2	Give a shampoo
3.3	Select and apply hair and scalp conditioner
4.1	Identify implements used to shape hair and demonstrate proper methods of holding
4.3	Explain factors related to choice of haircut
4.2	Section hair
4.4	Give a one-length low-elevation cut
4.5	Give a layered haircut
4.6	Give a combination one-length and layered haircut
4.7	Thin hair
4.8	Shingle hair
5.1	Analyze facial shapes, profiles, and body structures
5.2	Give a finger wave
5.3	Make pin curls
5.4	Make roller curls
5.9	Brush or comb hair into a style
5.5	Airwave hair into a style
5.6	Thermal-straighten hair
5.7	Make thermal curls
5.8	Braid hair
8.4	Fill out customer record card
6.1	Analyze structure and composition of hair
6.2	Select proper waving solution and rods for type of hair
6.3	Wrap hair on wave rods
6.4	Process and neutralize the permanent wave
6.5	Identify after-care procedures
7.1	Identify and select chemicals used in chemical relaxing

Task/Competency Sequence
(continued)

7.2 Apply a virgin chemical relaxer
7.3 Give a chemical relaxer retouch
8.2 Explain hair structure and chemical composition as it relates to hair coloring
8.1 Compare effects of the basic categories of hair coloring products
8.3 Give a predisposition test
8.5 Apply a virgin tint
8.7 Apply a tint retouch
8.6 Apply a virgin bleach
8.8 Apply a bleach retouch
8.9 Apply a single application color
8.10 Apply a double application color
8.12 Apply fillers
8.14 Presoften hair
8.11 Apply a tint-back to natural color
8.13 Use various high fashion techniques
10.1 Use massage techniques
10.3 Describe anatomy and physiology of the head, face, and neck
10.2 Give basic types of facials
10.4 Arch eyebrows
10.5 Remove superfluous hair
11.1 Analyze facial shapes and profiles
11.2 Cleanse the face
11.3 Use facial contouring
11.4 Apply basic day makeup
11.5 Apply basic evening makeup
11.6 Apply corrective makeup
11.7 Apply false lashes
12.1 Explain the structure of the nail and anatomy of the shoulder, arm, and hand
12.2 List disorders and diseases of the nail
12.3 Give an oil manicure
12.4 Give a plain manicure
12.5 Massage hand and forearm
12.6 Apply artificial nails
12.7 Use nail design techniques
13.3 Compare various types of salons
13.1 Select a site for a salon
13.2 Determine availability of financing
13.4 Explain federal state and local laws and insurance pertaining to salon ownership
13.5 Analyze factors involved in purchasing equipment and supplies

Task/Competency Sequence
(continued)

13.6	Plan salaries and compute commissions
13.7	Explain and use advertising techniques
13.8	Explain the variable expenses in salon operation
13.9	Plan interior design of model salon
13.10	Design a model salon
14.1	Perform basic receptionist duties
14.1	Perform basic bookeeping/accounting duties
14.4	Inventory, order, and issue supplies
14.5	Explain effective techniques in customer relations

COURSE OUTLINE

COSMETOLOGY II (8528)

OUTLINE		CODE
I.	Sterilization and Sanitation	
A.	Bacteria classifications (review)	P2.1
B.	Sterilization and sanitation laws (review)	P2.2
C.	Sterilization/sanitation procedures (review)	P2.3
D.	Housekeeping tasks (advanced)	P2.4
II.	Shampoos and Conditioners	
	Note: New products and procedures may be introduced.	
A.	Scalp disorders and diseases (review)	P3.1
B.	Shampoo procedure (review)	P3.2
C.	Conditioner products and procedures (review)	P3.3
III.	Hair Shaping Techniques	
A.	Implements and their uses (review)	P4.1
B.	Factors influencing hair shape choice (review)	P4.3
C.	Sectioning methods (advanced)	P4.2
D.	One-length low-elevation cut (practice)	P4.4
E.	Layered cut (advanced)	P4.5
F.	Combination one-length and layered cut (practice)	P4.6
G.	Hair-thinning procedure (advanced)	P4.7
H.	Shingle cut (practice)	P4.8
IV.	Hair Styles	
	Note: New methods and techniques will be introduced.	
A.	Factors influencing hair style choice (review)	P5.1
B.	Finger wave (practice)	P5.2
C.	Pin curls (practice)	P5.3
D.	Roller curls (practice)	P5.4
E.	Brushout/combout procedures (advanced)	P5.9
F.	Airwaving techniques (practice)	P5.5
G.	Thermal-straightening procedure (advanced)	P5.6
H.	Thermal-curling procedure (advanced)	P5.7
I.	Braided styles (new methods)	P5.8
V.	Permanent Waves	
A.	Customer record cards (review and practice)	P8.4
B.	Hair structure and composition (review)	P6.1
C.	Waving solution and rod selection (review)	P6.2
D.	Hair-wrapping technique (advanced)	P6.3
E.	Processing and neutralizing procedure (practice)	P6.4
F.	Permanent wave after-care (review)	P6.5

Course Outline
(continued)

VI. Chemical Relaxers

A.	Chemical identification and selection (advanced)	P7.1
B.	Virgin chemical relaxer (advanced)	P7.2
C.	Chemical relaxer retouch (advanced)	P7.3

VII. Haircoloring Products and Procedures

A.	Hair structure and chemical composition (review)	P8.2
B.	Hair color product effects (review)	P8.1
C.	Predisposition test (practice)	P8.3
D.	Virgin tint (practice)	P8.5
E.	Retouch tint (practice)	P8.7
F.	Virgin bleach (practice)	P8.6
G.	Retouch bleach (practice)	P8.8
H.	Single application color (practice)	P8.9
I.	Double application color (practice)	P8.10
J.	Fillers (practice)	P8.12
K.	Presoftening procedure (practice)	P8.14
L.	Tint-back to natural color (new task)	P8.11
M.	High fashion techniques (new task)	P8.13

VIII. Facials

A.	Massage techniques (advanced)	P10.1
B.	Head, face, and neck anatomy and physiology (advanced)	P10.3
C.	Basic facial procedures (practice)	P10.2
D.	Eyebrow-arching techniques (advanced)	P10.4
E.	Superflurous hair removal (advanced)	P10.5

IX. Makeup Applications

Note: Advanced makeup techniques will be introduced.

A.	Factors influencing makeup choice (review)	P11.1
B.	Facial cleansing (practice)	P11.2
C.	Facial contouring (advanced)	P11.3
D.	Basic day makeup (practice)	P11.4
E.	Basic evening makeup (advanced)	P11.5
F.	Corrective makeup (advanced)	P11.6
G.	False lashes (advanced)	P11.7

X. Manicures/Pedicures

A.	Nail structure and shoulder, arm, and hand anatomy (review)	P12.1
B.	Nail disorders and diseases (review)	P12.2
C.	Oil manicure (practice)	P12.3
D.	Plain manicure (practice)	P12.4
E.	Hand and forearm massage (practice)	P12.5
F.	Artificial nails (advanced)	P12.6
G.	Nail design techniques (new task)	P12.7

Course Outline
(continued)

XI. Planning Skills Development

A.	Types of salons	P13.3
B.	Site selection	P13.1
C.	Financing availability	P13.2
D.	Laws and insurance	P13.4
E.	Equipment and supply purchases	P13.5
F.	Salaries and commissions	P13.6
G.	Advertising policy	P13.7
H.	Operating budget	P13.8
I.	Interior design	P13.9
J.	Model salon project	P13.10

XII. Management Skills Development

A.	Receptionist duties	P14.1
B.	Recordkeeping system	P14.2
C.	Bookkeeping/accounting duties	P14.3
D.	Supply maintenance	P14.4
E.	Customer relations	P14.5

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APPENDICES

Appendix A: Duty Area Checklists

Appendix B: Address of Audiovisuals Suppliers

APPENDIX A

DUTY AREA CHECKLISTS

This appendix contains a checklist for each duty area in the task inventory. Each checklist includes all the tasks and objectives within that particular duty area.

The duty area checklists are designed to be duplicated and may be used in various ways to facilitate individualized competency-based instruction:

(a) The instructor may use the checklists to chart student progress and task mastery.
(b) By entering the date of task mastery in the applicable block in the ACCEPTABLE column, the instructor may use the checklists as a documenation or recording system.
(c) The instructor may choose to distribute the checklists to students as a way of notifying them prior to instruction of the competencies they will be expected to perform and the standard which will be acceptable.
(d) The instructor may use the checklists as a classroom management tool by allowing the student to chart his or her own progress through the enabling objectives up through demonstration of competency of the task.

DUTY AREA CHECKLIST #1

GETTING STARTED IN COSMETOLOGY

COMPONENT	RATING*	
	Acceptable	Unacceptable
CLASSROOM MANAGEMENT SYSTEM (1.1) Identified the Cosmetology Department dress code.		
Identified components of the Cosmetology Department conduct code.		
Interpreted the rules and regulations of the Virginia State Board of Cosmetology.		
Identified equipment in the laboratory.		
Explained the importance of and reasons for organized classoom and work management systems.		
Participated in organized classroom management system, following all rules of the Cosmetology Department.		
JOB OPPORTUNITIES (1.2) Demonstrated research methods, using references provided.		
Demonstrated proper interviewing techniques for survey.		
Completed instructor-provided worksheet on job opportunities.		
SAFETY AND FIRST AID (1.3) Identified the classes of fires and appropriate fire extinguisher for each.		
Identified and explained reasons for all classroom/laboratory safety procedures.		
Demonstrated how to call fire department and for emergency medical assistance.		
Identified special precautions to observe when working with chemicals.		
Identified special precautions to observe when working with electrical equipment.		
Identified special precautions to observe when working with sharp implements.		
Demonstrated emergency procedures in case of fire.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #1 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
Demonstrated first aid treatments: a. Burns b. Cuts		
c. Bruises d. Sprains e. Electrical shock		
f. Allergic reactions g. Loss of consciousness h. Physical shock		
VICA ACTIVITIES (1.4) Identified advantages and responsibilities of VICA membership.		
Recited the VICA pledge.		
Identified VICA colors and emblem symbols.		
Explained the VICA club structure.		
Identified VICA contests for cosmetology skills and leadership on local, state, and national levels.		
Participated in in-class VICA meetings.		
PERSONAL APPEARANCE STANDARDS (1.5) Defined characteristics related to professionalism.		
Completed instructor-prepared worksheet, explaining the following:		
a. How characteristics of professionalism are displayed in the classroom/laboratory.		
b. How personality, grooming, and physical appearance are related to professionalism.		
c. How professional appearance standards are related to client confidence and trust.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #2

PERFORMING STERILIZATION AND SANITATION PROCEDURES

COMPONENT	RATING*	
	Acceptable	Unacceptable
CLASSIFICATIONS OF BACTERIA (2.1) Defined terms related to bacteria and their characteristics.		
Named and defined the types of bacteria.		
Identified the names and shapes of pathogenic bacteria and stated diseases caused by each.		
Identified the stages of bacteria growth and reproduction.		
Explained the relationship between bacteria and the spread of disease.		
Completed test with 90% accuracy.		
STATE AND LOCAL LAWS (2.2) Explained the importance of regulations on sterilization and sanitation.		
Explained penalties for noncompliance.		
Defined public sanitation and public health.		
Completed instructor-prepared checklist of compliance in Cosmetology Department.		
STERILIZATION AND SANITATION PROCEDURES (2.3) Identified items that need to be sanitized.		
Explained the methods of sterilization: a. Physical b. Chemical		
Defined and gave examples of antiseptics and disinfectants.		
Identified requirements of a good disinfectant.		
Demonstrated preparation of disinfectant solutions.		
Identified methods of sanitizing selected implements.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #2 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
STERILIZATION AND SANITATION PROCEDURES (Cont) Maintained wet or dry sanitizer for one week.		
HOUSEKEEPING TASKS (2.4) Explained Cosmetology Department rules for housekeeping.		
Explained importance of "Clean up as you go."		
Identified towel storage and disposal areas.		
Demonstrated efficient sweeping techniques.		
Identified implements and supplies used for salon housekeeping.		
Related housekeeping tasks to safety and sanitation rules.		
Performed housekeeping tasks according to department rules.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #3

SHAMPOOING AND CONDITIONING HAIR

COMPONENT	RATING*	
	Acceptable	Unacceptable
SCALP DISORDERS AND DISEASES (3.1) Listed safety/sanitation rules to observe during scalp analysis.		
Identified technical name and common name of scalp disorders and diseases.		
Identified symptom(s) of each disorder or disease.		
Identified cause(s) of each disorder or disease.		
Identified treatment of each disorder or disease.		
Completed test with 90% accuracy.		
SHAMPOO PROCEDURE (3.2) Identified types of shampoo products and functions of each.		
Assembled proper supplies for shampoo.		
Brushed hair.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated shampoo procedure: a. Draping b. Water temperature selection		
c. Proper manipulations d. Rinsing e. Blotting		
HAIR/SCALP CONDITIONING PROCEDURES (3.3) Identified types of rinses and conditioners and function of each.		
Analyzed hair and scalp and identified condition.		
Demonstrated brushing procedure.		
Identified bones of the skull.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #3 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
Identified muscles of the scalp.		
Identified nerves of the scalp.		
Identified components of the circulatory system in the scalp.		
Explained the effects of scalp massage on associated bones, muscles, nerves, and circulation.		
Explained or demonstrated direct and indirect high frequency current application.		
Explained or demonstrated ultraviolet ray application.		
Explained or demonstrated heat cap scalp treatment.		
Selected correct conditioner or treatment.		
Demonstrated conditioner application.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #4

SHAPING HAIR

COMPONENT	RATING*	
	Acceptable	Unacceptable
IMPLEMENTS AND HOLDING METHODS (4.1) Identified implements used in hair shaping and the uses of each.		
Identified parts of scissors, razors, and thinning shears.		
Explained the importance of proper holding techniques.		
Identified safety and sanition rules for use and care of hair-shaping implements.		
Demonstrated how to hold scissors, razors, combs, and clippers.		
SECTIONING METHODS (4.2) Identified factors in determining choice of sectioning method.		
Demonstrated 4-section method of sectioning.		
Demonstrated 5-section method of sectioning.		
CHOICE OF HAIRCUT (4.3) Identified facial shapes and their characteristics.		
Identified profile types and their characteristics.		
Identified basic head shapes.		
Identified hair characteristics.		
Identified body structures and their characteristics.		
Analyzed facial shape, profile, body structure, head shape, and hair characteristics.		
Selected appropriate hair shapes based on prior analysis.		
ONE-LENGTH, LOW-ELEVATION CUT (4.4) Sectioned hair, using a basic haircut sectioning procedure.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #4 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
ONE-LENGTH, LOW-ELEVATION CUT (Continued) Cut the guideline to establish hanging length.		
Shaped remaining hair, using established guideline and zero to low elevation.		
Checked each side and back of haircut for equal lengths.		
Completed haircut within 30 minutes.		
LAYERED HAIRCUT (4.5) Sectioned hair.		
Cut outer perimeter to establish guideline and perimeter hanging length.		
Shaped hair, using horizontal or vertical subsections to achieve a low, medium, or high elevation cut.		
Checked hair for proper blending and uniformity.		
Completed haircut within 30 minutes.		
COMBINATION ONE-LENGTH AND LAYERED HAIRCUT (4.6) Distinguished between one-length and layered haircuts.		
Sectioned hair.		
Identified dividing line between layered and one-length hair.		
Established guidelines for both layered and one-length areas.		
Completed haircut within 30 minutes.		
HAIR THINNING (4.7) Identified final desired shape of hair.		
Identified areas which needed thinning.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #4 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
HAIR THINNING (Continued) Identified areas to avoid thinning.		
Explained differences in thinning procedure for fine-, medium-, and coarse-textured hair.		
Selected proper supplies and implements for thinning hair.		
Thinned hair to desired shape.		
SHINGLE HAIRCUT (4.8) Identified neckline shapes and natural hair growth patterns.		
Selected proper implements for shingling.		
Demonstrated proper implement-holding technique.		
Shingled hair, beginning at the neckline.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #5

STYLING HAIR

COMPONENT	RATING*	
	Acceptable	Unacceptable
FACIAL SHAPES, PROFILES, AND BODY STRUCTURES (5.1) Identified facial shapes, profiles, and body structures and characteristics of each.		
Identified body structures used to determine hair style.		
Demonstrated how to measure facial features.		
Selected appropriate hair styles for the following: a. Facial shapes (oval, square, triangle, inverted triangle, round, oblong, diamond, heart, pear, uneven features)		
b. Profiles (balanced, concave, convex, unbalanced)		
c. Body structures (short neck; long, thin neck; broad hips; broad shoulders; muscular figure; sway back; tall figure; heavy figure).		
FINGER WAVING (5.2) Identified supplies and implements needed for finger waving procedure.		
Described the characteristics of a good finger wave.		
Explained factors in selection of finger wave style.		
Demonstrated finger waving procedure within a 10-minute time limit.		
PIN CURLS (5.3) Identified implements used to form pin curls.		
Identified the parts of a pin curl.		
Identified pin curl bases and their effects.		
Identified types of pin curl stems and their strength and mobility.		
Demonstrated and explained various pin curl stem directions.		
Demonstrated various shapings for pin curl placement.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #5 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
PIN CURLS (Continued) Demonstrated methods of anchoring pin curls.		
Demonstrated pin curl procedure for selected styles.		
ROLLER CURLS (5.4) Defined terms related to roller curling.		
Selected proper implements and supplies for roller curling.		
Described parts of a roller curl and their functions.		
Demonstrated roller base and stem relationship.		
Distinguished between and demonstrated how to achieve volume and indentation.		
Explained circular roller action.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated roller curl procedure, using correct size and placement for selected style.		
AIR WAVING PROCEDURE (5.5) Identified implements and products used in air waving and their funtions.		
Identified safety rules to be observed during air waving with blow dryer.		
Demonstrated air waving procedure into selected styles within 30 minutes each: a. Using blowdryer and round brush or comb.		
b. Using hot comb or brush.		
THERMAL STRAIGHTENING (5.6) Identified implements and products used in hair pressing.		
Identified the basic methods of hair pressing.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #5 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
THERMAL STRAIGHTENING (Continued) Identified and followed applicable safety and sanitation rules.		
Demonstrated hair and scalp analysis.		
Completed thermal-straightening procedure within 20 to 30 minutes.		
THERMAL CURLING (5.7) Identified implements and products used in thermal curling.		
Described techniques used to produce various thermal curls.		
Identified and followed applicable safety rules.		
Completed thermal curling procedure, with curls wound smoothly and appropriately for desired style, within 15 to 30 minutes.		
HAIR BRAIDING (5.8) Explained patron preparation.		
Identified implements and supplies used in braiding.		
Explained factors of suitability of hair for braided style (hair length, facial shape, body structure).		
Explained after-care of braided style.		
Demonstrated hair-braiding procedure, with comfortable degree of tension on the hair and all ends secured.		
BRUSHING OR COMBING INTO A STYLE (5.9) Identified implements and products used for comb-outs and brushouts.		
Identified and followed applicable safety and sanitation rules.		
Described characteristics of selected hairdressing techniques.		
Explained common problems associated with back-combing.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #5 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
BRUSHING OR COMBING INTO A STYLE (Continued) Demonstrated basic brushout of curls.		
Demonstrated general wave placement.		
Demonstrated how to accentuate and develop line and style.		
Demonstrated finishing steps.		
Demonstrated various styling techniques, each within a 15-minute time limit.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #6

APPLYING PERMANENT WAVES

COMPONENT	RATING*	
	Acceptable	Unacceptable
HAIR ANALYSIS (6.1) Identified disorders and diseases of the scalp.		
Defined density, texture, elasticity, and porosity and explained in terms of curl and permanent waving.		
Identified parts of the hair structure and stated characteristics of each.		
Demonstrated methods of testing density, texture, elasticity, and porosity of hair.		
Explained relationship between hair length and permanent waving.		
Demonstrated analysis of hair and scalp for hair texture, elasticity, porosity, density, and length and scalp condition.		
Had patron sign release form, if applicable.		
Consulted customer record card, if available.		
SOLUTION AND ROD SELECTION (6.2) Demonstrated hair structure and composition analysis.		
Identified types and strengths of waving solutions and their functions.		
Identified and stated the function of various types and sizes of rods in terms of both hair structure and desired amount of curl.		
Identified safety factors related to waving solutions.		
Demonstrated correct selection of waving solution based on prior hair analysis and desired curl.		
Demonstrated correct selection of rods based on prior hair analysis and desired curl.		
HAIR-WRAPPING PROCEDURE (6.3) Demonstrated use of book, single, and double wave end papers.		
Chose and demonstrated correct sectioning procedure for preselected effect.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #6 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
HAIR-WRAPPING PROCEDURE (Continued) Demonstrated proper wrapping method for curl to rest one-half off base, off base, or on base.		
Wrapped hair on rods, resulting in smooth, even curl with no hair bunching or excessive tension.		
PROCESSING AND NEUTRALIZING (6.4) Explained chemical changes in hair due to permanent waving.		
Identified factors that may affect permanent wave results.		
Identified results of over- or underprocessing and recommended treatment for each.		
Identified and stated the use of various permanent wave methods (end permanent, piggyback, pickup curl, transfer, and custom wave).		
Identified and followed applicable safety and sanitation rules.		
Applied waving solution correctly, in the proper sequence, starting with the crown.		
Timed processing accurately according to hair analysis, curl desired, and manufacturer's directions.		
Checked test curl correctly and stopped processing at the proper point.		
Rinsed hair and blotted rods before applying neutralizer.		
Applied neutralizer correctly, based on type of product, and timed by the manufacturer's directions.		
AFTER-CARE PROCEDURES (6.5) Removed rods and rinsed according to product manufacturer's directions.		
Analyzed results of permanent wave, searching for under- or overprocessing, overcurly results, or chemical burns.		
Identified and explained how to achieve various styles from hair that has be permanent waved.		
Explained to patron how to maintain hair and permanent.		

***All components must be rated acceptable.**

DUTY AREA #6 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
AFTER-CARE PROCEDURES (Continued) Demonstrated proper cleaning and sanitizing methods for implements used in permanent waving.		
Filled out customer record card.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #7

APPLYING CHEMICAL RELAXERS

COMPONENT	RATING*	
	Acceptable	Unacceptable
CHEMICAL SELECTION (7.1) Examined hair and correctly identified texture, density, elasticity, and porosity.		
Examined scalp and correctly identified any disorder or disease.		
Identified and stated the characteristics, strengths, and purposes of various chemical relaxer products.		
Explained the chemical action of the neutralizer in the chemical relaxer process.		
Selected appropriate chemical relaxer(s) for process.		
VIRGIN CHEMICAL RELAXER (7.2) Demonstrated and analyzed strand test correctly.		
Obtained patron's signature on release form.		
Identified and followed applicable safety and sanitation rules.		
Explained the need for a protective base for chemical relaxers.		
Explained the use of conditioner-filler.		
Applied chemical relaxer to virgin hair according to manufacturer's directions to achieve desired straightness, leaving hair in good condition.		
Filled out customer record card.		
CHEMICAL RELAXER RETOUCH (7.3) Examined hair for new growth and analyzed hair and scalp condition.		
Consulted customer record card, if available.		
Demonstrated relaxer retouch according to manufacturer's directions, so hair is left with desired straightness and in good condition.		
Filled out customer record card.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #8

COLORING HAIR

COMPONENT	RATING*	
	Acceptable	Unacceptable
BASIC CATEGORIES OF HAIR COLOR (8.1) Defined terms related to hair coloring.		
Identified and defined the three basic categories of hair coloring products.		
Explained the uses, advantages, and disadvantages of various temporary, semipermanent, and permanent hair colorings.		
Identified chemicals used in hair coloring products.		
Identified safety and sanitation rules to be observed during application of hair coloring products.		
Demonstrated procedures for coloring various hair swatches, using each basic category of hair color product to produce desired color according to manufacturer's directions.		
HAIR STRUCTURE AND CHEMICAL COMPOSITION (8.2) Identified the layers of the hair associated with hair color.		
Explained the chemical composition of hair as it related to hair color.		
Explained how the texture and porosity of the hair affects hair coloring.		
Explained the chemical action of metallic dyes, compound dyes, color, strippers, and hair lighteners.		
Identified the hair color pigments and the shades they produce.		
PREDISPOSITION TEST (8.3) Explained reasons for predisposition test and when it is given.		
Explained what is meant by positive reaction or negative reaction to predisposition test.		
Selected products (hair color and developer, if any) for predisposition test.		
Gave predisposition test according to product manufacturer's directions and analyzed with 100% accuracy.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #8 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
PREDISPOSITION TEST (Continued) Filled out customer record card.		
CUSTOMER RECORD CARD (8.4) Listed purposes of a record card.		
Explained when customer record card is filled out.		
Described categories of information on customer record card.		
Filled out simulated record cards completely and legibly, with 100% accuracy.		
VIRGIN TINT (8.5) Gave and analyzed predisposition test.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Selected proper tint for desired color.		
Identified and followed applicable safety and sanitation rules.		
Sectioned hair properly.		
Applied tint to virgin hair according to manufacturer's directions, obtaining desired color.		
Explained color after-care procedures.		
Filled out customer record card.		
VIRGIN BLEACH (8.6) Defined terms associated with bleaching hair.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Explained hair structure and porosity in relation to bleaching.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #8 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
VIRGIN BLEACH (Continued) Identified and listed the characteristics of types of bleaching products.		
Identified the stages of hair lightening.		
Identified and selected proper equipment and supplies.		
Explained possible problems associated with bleaching and corrective measures for each.		
Identified and followed applicable safety and sanitation rules.		
Gave and analyzed predisposition test.		
Demonstrated how to mix bleaches.		
Demonstrated bleaching procedure, leaving hair in good condition and with even color.		
Filled out customer record card.		
TINT RETOUCH (8.7) Gave and analyzed predisposition test.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Selected proper equipment and supplies.		
Selected proper color of tint.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated tint retouch procedure to new growth of hair, resulting in even color blend.		
Filled out customer record card.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #8 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
BLEACH RETOUCH (8.8) Gave and analyzed predisposition test correctly.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Selected proper equipment and supplies.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated bleach retouch procedure, lightening new hair growth sufficiently and not overlapping previously lightened hair.		
Filled out customer record card.		
SINGLE APPLICATION COLOR (8.9) Gave and analyzed predisposition test.		
Selected proper implements and supplies.		
Selected desired shade of color.		
Obtained patron's signature on release form.		
Demonstrated a single application product, obtaining desired color.		
Filled out customer record card.		
DOUBLE APPLICATION COLOR (8.10) Selected proper equipment and supplies.		
Identified color rules to observe during double application.		
Gave and analyzed predispotion test and obtained patron's signature on release form.		
Identified and followed applicable safety and sanitation rules.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #8 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
DOUBLE APPLICATION COLOR (Continued) Demonstrated various double application products according to manufacturer's directions.		
Explained color after-care procedures.		
Filled out customer record card.		
TINT-BACK TO NATURAL COLOR (8.11) Gave predisposition test and analyzed correctly.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Demonstrated how to identify both present and desired levels of color.		
Selected proper equipment and supplies, including tint.		
Explained methods of tint application.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated tint-back procedure, making frequent color checks and resulting in desired shade.		
Filled out customer record card.		
FILLERS (8.12) Identified the categories of color fillers and when they are used.		
Analyzed hair to determine necessity for fillers.		
Identified factors related to color filler selection.		
Gave and analyzed predisposition test.		
Selected proper equipment and supplies.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #8 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
FILLERS (Continued) Identified and followed applicable safety and sanitation rules.		
Demonstrated application of filler according to manufacturer's directions, resulting in desired shade and even color.		
Filled out customer record card.		
HIGH FASHION TECHNIQUES (8.13) Identified various high fashion color techniques.		
Selected proper equipment and supplies.		
Identified and followed applicable safety and sanitation rules.		
Gave and analyzed predispostion test.		
Consulted customer record card, if available, and obtained patron's signature on release form.		
Demonstrated selected high fashion color service according to instructions provided for specific effect desired.		
Demonstrated eyebrow and eyelash tint procedure according to manufacturer's directions.		
Filled out customer record card.		
PRESOFTENING (8.14) Explained porosity and identified hair resistant to tint.		
Selected proper equipment and supplies.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated presoftening procedure, timing accurately so hair is ready to accept tint.		
Noted presoftening requirement on customer record card.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #9

STYLING AND FITTING WIGS AND HAIRPIECES

COMPONENT	RATING*	
	Acceptable	Unacceptable
TYPES OF WIGS AND HAIRPIECES (9.1) Identified types of hairgoods and explained their placement and use.		
Explained advantages and disadvantages of various hairgoods.		
Completed test with 90% accuracy.		
HAIRGOODS MATERIALS AND CONSTRUCTION (9.2) Defined terms related to hairgoods.		
Identified and described materials used in hairgoods.		
Identified human hair and synthetic wigs and hairpieces and stated advantages and disadvantages of each.		
Explained construction of various types of hairgoods.		
Explained variations in quality of hairgoods.		
Explained or demonstrated match test.		
Completed test with 80% accuracy.		
SHAPING AND THINNING OF WIGS AND HAIRPIECES (9.3) Explained basic hair-shaping techniques.		
Demonstrated sectioning for wig shaping.		
Explained reasons for thinning wigs.		
Identified proper implements for shaping and thinning hairgoods.		
Identified and followed applicable safety and sanitation rules.		
Shaped wig for preselected style, using proper implements and sectioning method.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #9 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
HAIRGOODS STYLING (9.4) Explained rolling techniques for hairgoods.		
Secured hairgoods to wig block.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated or explained various setting patterns for all types of wigs and hairpieces.		
Styled hairpiece into cascade of curls, resulting in smooth curls that covere the base of the hairpiece.		
HAIRGOODS CLEANING AND CONDITIONING (9.5) Identified chemicals used in cleaning and conditioning all types of hairgoods.		
Compared differences in procedure for cleaning and conditioning machine-wefted and hand-tied human hair wigs.		
Explained or demonstrated cleaning and conditioning of synthetic hairgoods.		
Marked original size of wig on block prior to cleaning and conditioning.		
Explained necessity of cleaning and conditioning hairgoods.		
Explained or demonstrated correct procedure for handling and drying wet hairgoods.		
Cleaned and conditioned wig, using proper products and method appropriate to material and construction.		
WIGS AND HAIRPIECE COLORING (9.6) Explained basic categories of hair color products.		
Compared methods of coloring human hair and synthetic wigs.		
Identified equipment, implements, and supplies used in hairgoods coloring.		
Explained necessary precautions.		

***All components must be rated acceptable.**

DUTY AREA #9 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
WIG AND HAIRPIECE COLORING (Continued) Completed test with 85% accuracy.		
HEAD MEASUREMENT FOR WIG (9.7) Prepared model's head for measurement.		
Identified measurements necessary for wig fitting.		
Identified information necessary for wig order.		
Identified sizes of wig blocks.		
Identified wig-blocking procedure.		
Explained procedures for adjusting wigs to larger or smaller size.		
Measured model's head for wig to within 1/16-inch accuracy for all measurements.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #10

GIVING FACIALS/MASSAGE

COMPONENT	RATING*	
	Acceptable	Unacceptable
MASSAGE TECHNIQUES (10.1) Defined terms and key concepts related to massage.		
Identified and defined the types of massage manipulations and their characteristics, purposes, and conditions for use.		
Identified and gave reasons for safety precautions to be observed while applying massage manipulations.		
Explained conditions which prevent massage.		
Explained the effects of massage of the head, face, and neck.		
Demonstrated each type of massage manipulation, using correct combination of pressure and release movements:		
a. Petrissage b. Effleurage c. Tapotement		
d. Percussion e. Hacking f. Friction		
g. Vibration		
FACIALS (10.2) Identified basic types of facials.		
Listed reasons for giving facials.		
Listed and gave the purpose of products used in facials.		
Explained the procedures for various mask and pack applications.		
Listed the implements and equipment used in giving facials and the function of each.		
Identified skin conditions which may be treated by a cosmetologist.		
Identified and followed applicable safety and sanitation rules.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #10 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
FACIALS (Continued) Demonstrated facial treatments for dry, oily, and normal skin.		
ANATOMY AND PHYSIOLOGY OF HEAD, FACE, AND NECK (10.3) Explained purpose of the study of anatomy and physiology for the cosmetologist.		
Explained general effects of body systems on the services performed by the cosmetologist.		
Identified muscle and nerve points of the head, face, and neck.		
Explained the effects of massage on the muscular, nervous, skeletal, and and circulatory systems.		
Identified parts of the skin structure and the purpose of the skin.		
Identified skin disorders and diseases, their symptoms, and their treatment.		
EYEBROW ARCH (10.4) Identified implements, equipment, and materials needed for arching the eyebrow by tweezer and wax.		
Identified various types of eyebrow arches.		
Analyzed facial shapes.		
Gave predisposition test for waxing and recognized inappropriate reactions.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated proper procedure for arching eyebrow, using tweezers.		
Demonstrated proper procedure for arching eyebrow, using wax method.		
SUPERFLUOUS HAIR REMOVAL (10.5) Identified classifications of superfluous hair removal.		
Explained techniques used in permanent and temporary hair removal.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #10 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
SUPERFLUOUS HAIR REMOVAL (Continued) Defined terms and key concepts related to hair removal.		
Identified and followed applicable safety and sanitation rules.		
Gave and analyzed predisposition test for waxing.		
Demonstrated superfluous hair removal from face of patron, using wax method.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #11

APPLYING MAKEUP

COMPONENT	RATING*	
	Acceptable	Unacceptable
FACIAL TYPES AND PROFILES (11.1) Listed types of facial shapes and characteristics of each.		
Listed types of facial profiles and characteristics of each.		
Demonstrated how to measure features with a ruler.		
Explained relationship between facial shape and profile and application of makeup.		
Defined terms and concepts related to facial shapes and profiles.		
Analyzed faces and identified facial shapes and profiles with 85% accuracy.		
FACIAL CLEANSING (11.2) Identified materials and supplies needed for facial cleansing.		
Draped patron properly.		
Demonstrated application and removal of cleansing cream.		
Demonstrated makeup removal.		
Explained the importance of proper facial cleansing.		
Cleansed patron's facial area properly in preparation for makeup application.		
FACIAL CONTOURING (11.3) Compared various skin tones.		
Identified implements and equipment used in contouring.		
Explained the benefits of facial contouring.		
Defined terms related to contouring.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #11 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
FACIAL CONTOURING (Continued) Identified and followed applicable safety and sanitation rules.		
Selected proper contour shade and applied to face of patron.		
BASIC DAY MAKEUP (11.4) Identified implements and supplies for basic daytime makeup.		
Matched makeup colors and shades to various skin tones.		
Stated basic rules for daytime makeup (natural look, softened tones, light texture).		
Demonstrated methods of application for various types of cosmetics.		
Identified various facial shapes and skin tones.		
Selected proper cosmetics and applied according to patron's facial shape and skin tone: a. Foundation		
b. Cheek color c. Powder d. Eye makeup		
e. Lip color.		
BASIC EVENING MAKEUP (11.5) Related facial shape and skin tone to cosmetics selection.		
Compared daytime and evening makeup.		
Stated basic rules for evening makeup (intensified colors, brilliant/shiny eye shadows, pearlized and glowing skin products).		
Explained relationship between makeup colors and shades to clothing color and design.		
Explained makeup as it related to the "total fashion look."		
Explained cosmetic safety precautions.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #11 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
BASIC EVENING MAKEUP (Continued) Demonstrated application methods.		
Selected proper cosmetics and applied according to model's facial shape, skin tone, and attire: a. Foundation and gleamer		
b. Cheek color c. Eye shadow(s) and highlighter d. Eye liner for desired effect		
e. Eyebrow pencil and brush f. Mascara g. Pearlized powder		
h. Lip color.		
CORRECTIVE MAKEUP (11.6) Identified problem features that need corrective makeup.		
Analyzed facial features and selected proper methods of correction through makeup.		
Demonstrated application methods for corrective makeup.		
Demonstrated or explained tactful ways to suggest corrective makeup.		
Stated basic rules for corrective makeup (shade wide areas, highlight small areas).		
Selected proper cosmetics and applied to face of patron to create appearance of oval face with balanced features and even skin tones.		
FALSE EYELASHES (11.7) Explained reasons for using false eyelashes.		
Identified types of false lashes.		
Explained how to select proper lashes.		
Explained or demonstrated application and removal of strip lashes.		
Explained eye tabbing.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #11 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
FALSE EYELASHES (Continued) Explained procedure for affixing and removing semipermanent lashes.		
Explained how to deal with problem eyelash conditions.		
Identified and followed applicable safety and sanitation rules.		
Explained maintenance care for false lashes.		
Applied false lashes to eyelids of patron according to product manufacturer's directions.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #12

MANICURING/PEDICURING NAILS

COMPONENT	RATING*	
	Acceptable	Unacceptable
STRUCTURE OF NAIL AND ANATOMY OF SHOULDER, ARM, AND HAND (12.1)		
Identified parts of the nail and explained its structure and composition.		
Identified structures adjoining the nail.		
Identified bones of the shoulder, arm, and hand.		
Identified muscles of the shoulder, arm, and hand.		
Identified nerves of the shoulder, arm, and hand.		
Explained blood supply for the arm and hand.		
Explained the effects of massage on the arm and hand.		
DISORDERS AND DISEASES OF THE NAIL (12.2) Defined terms related to nail disorders and diseases.		
Identified characteristics of nail disorders and diseases.		
Identified those nail disorders and diseases which may be treated by a manicurist.		
Demonstrated ability to recognize healthy nail shapes and those affected by disease or disorders.		
OIL MANICURE (12.3) Defined terms related to manicuring and pedicuring.		
Identified implements and cosmetics used in manicuring and pedicuring.		
Prepared manicure table properly.		
Demonstrated proper holding techniques for manicure/pedicure instruments.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #12 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
OIL MANICURE (Continued) Identified most common shapes for both men's and women's nails.		
Compared regular, plain, and oil manicures.		
Identified and followed applicable safety and sanitation rules.		
Explained qualifications for a manicurist.		
Gave an oil manicure.		
PLAIN MANICURE (12.4) Selected proper implements and supplies.		
Identified common nail shapes for males.		
Distinguished between regular and plain manicures.		
Identified and followed applicable safety and sanitation rules.		
Gave a plain manicure.		
HAND AND ARM MASSAGE (12.5) Explained importance of massage in manicuring.		
Defined terms related to massage.		
Identified seven massage manipulations and the benefits of each.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated hand and arm massage.		
ARTIFICIAL NAILS (12.6) Defined terms related to artificial nails.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #12 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
ARTIFICIAL NAILS (Continued) Identified types of artificial nails and explained their application.		
Explained after-care and maintenance of all types of artificial nails.		
Selected equipment, implements, and supplies necessary for brush-on nail application.		
Explained or demonstrated how to remove artificial nails.		
Identified and followed applicable safety and sanitation rules.		
Applied brush-on nails according to proper procedure.		
NAIL DESIGN (12.7) Defined related terminology.		
Demonstrated regular manicure, including nail polishing.		
Selected proper supplies for nail design.		
Explained application and removal of nail decals or nail jewelry.		
Explained after-care of nail designs.		
Identified and followed applicable safety and sanitation rules.		
Demonstrated nail design techniques by painting flower on nail with acrylic paint.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #13

DEVELOPING SKILLS FOR SALON MANAGEMENT

COMPONENT	RATING*	
	Acceptable	Unacceptable
SITE SELECTION (13.1) Explained factors involved in the selection of an area within a city or town.		
Described the types of retail areas within the local community.		
Identified the type of customers and volume of business desired.		
Described site selection factors such as accessibility, traffic volume and patterns, nature of nearby businesses, physical aspects, average rents demanded, and mass transportation patterns.		
Described facility evaluation procedure.		
Completed instructor's worksheet with 90% accuracy, selecting local site for a salon.		
AVAILABILITY OF FINANCING (13.2) Analyzed start-up costs for a proposed salon, including fixed assets, prepaid items and deposits, pre-opening inventory, and working capital.		
Defined and listed sources of equity financing and debt financing.		
Compared advantages and disadvantages of various sources of financing.		
Demonstrated how to fill out a loan application.		
Determined best source of financing for proposed salon by completing worksheet with 90% accuracy.		
SALON TYPES (13.3) Defined and explained the types of salons according to location.		
Defined and explained the types of salon ownerships.		
Compared leasing and renting and identified the clauses in a complex lease.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #13

COMPONENT	RATING*	
	Acceptable	Unacceptable
SALON TYPES (Continued) Identified the space requirements for various salon services.		
Compared benefits and disadvantages of each type of salon and salon ownership, completing worksheet with 90% accuracy.		
LAWS AND INSURANCE (13.4) Explained federal laws pertaining to social security, minimum wage and other labor laws, cosmetics		
and luxury tax payments, and income tax returns.		
Explained state laws related to sales taxes, licenses, worker's compensation, and income tax returns.		
Explained local laws regulating building codes, zoning permits. sales and use taxes, and property taxes.		
Defined and explained the importance of insurance covering malpractice and product liability; premises liability; fire, burglary, and theft: business		
interruption; and personal illness, hospitalization, and accident.		
Explained the reasons for government regulation of business.		
Completed worksheet with 90% accuracy.		
EQUIPMENT AND SUPPLY PURCHASING (13.5) Identified equipment needed for salon operation.		
Explained factors involved in equipment purchasing.		
Identified implements and supplies needed for salon operation.		
Explained factors involved in supply or implement purchasing.		
Explained the importance of accurate purchasing records.		
Developed purchasing guidelines through completion of worksheet with 90% accuracy.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #13 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
SALARIES AND COMMISSIONS (13.6) Defined selected pay structures: commission, straight salary, booth rental, and profit sharing.		
Explained factors involved in salary or percentage determination.		
Demonstrated how to calculate salary deductions.		
Identified various benefit packages.		
Explained the benefits and disadvantages of profit sharing.		
Demonstrated how to calculate percentages.		
Computed net pay for each of 10 operators with 90% accuracy.		
ADVERTISING TECHNIQUES (13.7) Defined and developed a customer profile.		
Analyzed the factors in image development.		
Explained the components of an advertising policy.		
Identified types of advertising used by salons.		
Explained the importance of participating in community organizations and activities.		
Explained the role of friendly, knowledgeable employees in business promotion.		
Prepared ads for various media.		
VARIABLE OPERATING EXPENSES (13.8) Identified variable expenses associated with salon operation.		
Identified fixed expenses not directly associated with daily operation.		

*All components must be rated acceptable.

DUTY AREA CHECKLIST #13 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
VARIABLE OPERATING EXPENSES (Continued) Identified the largest items of expense.		
Demonstrated how to calculate net profit.		
Gave reasons why budget percentages for expenses vary.		
Explained the relationship between projected operating expenses and working capital.		
Completed worksheet with 90% accuracy.		
SALON INTERIOR DESIGN (13.8) Identified space needed for various salon services, reception area, dispensary, and restroom facilities.		
Identified equipment needed for various salon services.		
Identified color schemes appropriate for salons.		
Explained arrangement of furniture and equipment in terms of salon efficiency.		
Explained the importance of an attractive and comfortable salon.		
Identified fabrics, wall and floor coverings, and counter tops that are both eary to care for and durable.		
Identified colors that are complementary.		
Explained techniques used to make areas appear larger or smaller.		
Completed interior design project.		
MODEL SALON DESIGN (13.9) Identified salon site and name.		
Explained choice of financing.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #13 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
MODEL SALON DESIGN (13.9) Identified type of salon and ownership.		
Explained compliance with federal, state, and local government regulations and insurance coverage.		
Explained purchasing plans for equipment and supplies.		
Identified salary and employee benefit package.		
Demonstrated advertising/public relations plans.		
Identified categories for operating budget.		
Demonstrated effective public speaking techniques.		
Completed oral report within 15 to 30 minutes, following requirements and guidelines provided.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #14

DEVELOPING SALON MANAGEMENT SKILLS

COMPONENT	RATING*	
	Acceptable	Unacceptable
RECEPTIONIST DUTIES (14.1) Demonstrated proper telephone technique: a. Answered with proper greeting.		
b. Spoke clearly and with a pleasantly modulated voice. c. Used correct grammer.		
d. Was friendly, cheerful, and courteous. e. Obtained proper information. f. Answered questions correctly and in a business-like manner.		
Scheduled appointments:		
a. Allotted proper amount of time for requested service. b. Scheduled for customer preference and convenience, if possible.		
c. Suggested alternate times or operators, if necessary, with positive attitude.		
d. Closed with statement thanking the person for calling and confirming date and time of appointment.		
e. Logged appointment accurately and maintained accurate, legible records.		
Greeted patrons: a. Presented a professional appearance. b. Maintained friendly, courteous attitude.		
c. Directed patron to proper place.		
Handled retail sales of products: a. Demonstrated knowledge of product merits, prices, and comparison of brands.		
b. Demonstrated sincere interest in prospective customer. c. Showed tact and honesty in making suggestions.		
d. Demonstrated enthusiasm, self-confidence, and a positive attitude. e. Used appropriate approach for type of patron.		
Handled financial transactions: a. Computed price and sales tax accurately. b. Filled out sales slip accurately and legibly.		
c. Completed receipts correctly. d. Handled checks according to policy. e. Counted change accurately.		
RECORD MAINTENANCE (14.2) Identified and described salon daily records.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #14 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
RECORD MAINTENANCE (Continued) Demonstrated or explained how to set up record systems of customer service and dispensary.		
Demonstrated how to fill out required salon records.		
Demonstrated alphabetical filing and retrieval of selected records.		
Explained the importance of accurate recordkeeping.		
Completed instructor-prepared worksheet on recordkeeping with 80% accuracy.		
BOOKKEEPING/ACCOUNTING DUTIES (14.3) Defined bookkeeping/accounting terms.		
Demonstrated basic banking activities.		
Explained or demonstrated tax computations.		
Demonstrated payroll computations.		
Explained equipment depreciation calculations.		
Demonstrated entries on ledger sheets.		
Completed test with 80% accuracy.		
SUPPLY INVENTORY, ORDERS, AND ISSUE (14.4) Demonstrated how to take inventory of supplies.		
Demonstrated procedure for issuing supplies.		
Demonstrated use of control sheets.		
Demonstrated how to fill out supply order.		

***All components must be rated acceptable.**

DUTY AREA CHECKLIST #14 (Continued)

COMPONENT	RATING*	
	Acceptable	Unacceptable
SUPPLY INVENTORY, ORDERS, AND ISSUE (Continued) Explained benefits of computerized supply records.		
Identified ways supplies are ordered.		
Managed dispensary for one week according to guidelines.		
CUSTOMER RELATIONS (14.5) Explained importance of customer satisfaction to salon success.		
Explained importance of the cosmetologist's professionalism.		
Demonstrated how to deal with customers of various types.		
Explained special procedures for serving handicapped patrons.		
Demonstrated emergency procedures.		
Explained use of customer release forms.		
Completed worksheet with 80% accuracy.		

***All components must be rated acceptable.**

APPENDIX B

ADDRESSES OF AUDIOVISUALS SUPPLIERS

Clairol, Inc.
Professional Products Division
345 Park Avenue
New York, NY 10154

Keystone Publications, Inc.
1657 Broadway
New York, NY 10009

Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

Prentice Hall Media
150 White Plains Road
Tarrytown, NY 10591

VICA State Advisor
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

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